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ABSTRACT

This docment consists of a large student manual and a small 17-page "Coach's Guide" that has the same main title. The program covered is designed to help students with mild cognitive and developmental disabilities to participate in the transition planning process. It explores issues of self-awareness and attempts to help students develop problem solving, decision making, goal setting, and small-group communication skills. Both the manual and coach's guide are organized by the program's 36 sessions. The sessions are grouped topically, including sessions on self-awareness, making decisions, utilizing community resources, setting goals and objectives, communication skills, meetings, and leadership skills. Each session section typically includes an action plan goal, introductory material, sample problems or examples from the lives of people with disabilities, and exercises to practice. (DB)

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ED 414 660

Whose Future Is It
Anyway?

A STUDENT-DIRECTED TRANSITION PLANNING PROCESS

developed by
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The
Arc

a national organization on mental retardation

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WHOSE FUTURE IS IT *ANYWAY?*

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THE PROGRAM
Introduction

Whose Future Is It *Anyway?*

Good question.

All you have to do is look around you. Really, who's in **charge** here? You? Oh, you are? Well, it's hard to tell. Mainly because you're letting those Other people make all those school decisions for you.

Yeah, yeah... I understand. You're not letting them, they're just doing it. And besides, that's their job...isn't it? I mean, they're paid to do that. Also, that's pretty boring stuff. You just put up with it and soon enough you will be done. And, hey, who wants to go to a meeting where they talk about all the things you do wrong? So, it's not your fault or your problem zzzzzzz zzzzzzz zzzzzzz

Sorry, I fell asleep. All those excuses and stuff.

You see, the problem here is that it's your future they're talking about. It's your future they are planning. It's your future on the line here. I mean, shouldn't you be involved here? Somewhere? Anywhere?

All right. Just for kicks let's say that you want to do something about this. Where do you start?

Right here. Just turn the pages. Read or listen to the words. Do the activities. See how well you are doing.

Where does this lead? Well, on the way to your future, it leads to you taking control of your IEP or transition planning meeting. Just think, today you don't know what one is and tomorrow you are leading one!

Most stuff in schools is written for teachers. This is **DIFFERENT**. It really is. You'll have to believe me. **HONEST**. This stuff, right here in your very own hands, is written for you to use. For you to tell you what you need to do.

With this stuff, everything you do leads to one thing. You're going to take more control in your school planning meeting. You. In **charge**. In **control**.

Why? Good question. Because it's your future. You knew I was going to say that, didn't you? Oh yeah, and because it's important. Yeah, yeah, I know...it's boring, it's someone else's job, those meetings are long......

It's your future. Can you think of anything more important to do one afternoon? Plan your own future. Choose goals to work on. Tell people what you like to do, what you are good at, what you don't like, what you are not good at.

I didn't think so.

Oh, and that stuff about **Other People** making your decisions. Well, it's not like you replace them and make all your decisions. I mean, it doesn't - work that way in real life, no way, no how. These **Other People** are folks who need to be helping you make decisions.

Teachers. Parents. Friends.

We're not going to kick them out. They probably want you to take more **control** anyway. They're *tired* of making all your decisions for you.

So, why don't you **JUST DO IT**? **JUST JUMP IN** and **Lead** your IEP. Yeah, right. No work, no muss, no fuss, no sweat. It ain't that easy. Nothing ever is. There's stuff you've got to learn, things you have to work out.

So how about it. Are you with me? You choose. You can let someone else make all those decisions for you or you can get with **THE PROGRAM** and take more **control**.

Good.

Oh, what's that? Who am I?

A mouth, nothing more. Well, that's not entirely true.

I'm also an ear so I can listen. In one way, I'm just you.

Kind of like talking to yourself. And no one is going to think you're one taco short of a combination plate for doing it!

THE PURPOSE

You may ask yourself:
"Self, why should I do this?"

Good question. Why should you spend your time going through **THE PROGRAM**? I mean, what is **THE PURPOSE**? Well.....

- **YOU** are the real expert on **YOU**!
- **YOU** will get more from school if **YOU** help choose **YOUR** own goals.
- **YOU** have the right to make choices about **YOUR** life.
- **YOU** have the right to know **YOUR** rights.
- If **YOU** don't let Other People know what **YOU** want to do after **YOU** graduate, how will they ever know?

Let's look at these more closely.

EXTRA!! NEWS FLASH!!

You are the real expert on you!

(UPI) THE PROGRAM will help you figure out and talk about what you like and don't like. When you are done with THE PROGRAM you will know what you do best, where you might need some help, and what you should work on to get where you want to be. You will learn how to tell Other People what you want in your life. You will learn how to be a Leader at meetings about you. You will learn how to speak up for yourself.

You will get more from school if you help choose your own goals.

(AP) Most people work harder for things they really want. THE PROGRAM will help you learn skills to speak up and tell the Other People in your life what you want to do as an adult. By setting goals for yourself and working toward those goals you will probably work harder and learn more.

You have the right to make choices about your life.

(REM) Most people work harder when they choose their work or what they are doing. Choices can be about easy things like what to eat or what to wear and harder things like where to go to college or what job to apply for. To make choices, you have to know what you like and don't like, what you are good at and not so good at, what you want and what you need.

You have the right to know your rights.

(U2) You will learn about your rights for transition and school planning. You will learn your rights about planning meetings. You will learn about your rights and what is available for you to meet your goals as an adult. By learning your rights you can get more control in your life.

6

FUN FACT: Did you know that there is a law that gives you the right to the support you need to learn, if you need it? This law is called the "Individuals with Disabilities Education Act," or just IDEA. You get these support services if you have any disability that makes learning harder in some way. It is important for you to know your rights under IDEA. **THE PROGRAM** will let you learn some of these rights. From now on, when I'm talking about IDEA, I'm just going to call it **THE LAW.**

THE PROGRAM is written for you to use on your own.

But, that means that you have to make sure that this happens.

In the end, you will win. You will end up running your own planning meeting. You will get to work on things that you chose.

A little work, but worth it!

THE PLAN

OK. Now you know **THE PURPOSE** of **THE PROGRAM.** Next, you need to know about how you are going to do **THE PROGRAM.** What, you ask, is **THE PLAN** for **THE PROGRAM**?

Good Question.

THE PROGRAM has **6** parts. Each part has a different subject. Each subject is important for you to lead your planning meeting. Each part has a goal. You'll learn more about goals later.

The **6** parts are:

1. Getting to know **YOU**
2. **MAKING DECISIONS**
3. **HOW TO GET WHAT YOU NEED, SEC. 101**
4. **GOALS, OBJECTIVES AND THE FUTURE**
5. **COMMUNICATIN'** (Or: I thought you said she said he said)
6. Thank you, Honorable Chairperson

In each of these **6** parts there are things to do. Yeah, I have to admit it, kind of like lessons.

But, **Hey!!!!** don't leave now. It's not like that. Not like those other lessons. I mean, these are things **YOU** do. To help **YOURSELF**. For **YOUR** planning meeting.

How many lessons? Well, each section has **6** lessons for a total of **36** lessons.

Each lesson can be done in **1** hour. **60** minutes. **3600** seconds.

Now, you can do something that takes less than one hour, can't you? I mean, that's not asking **too** much to figure out **YOUR** future, is it? I mean, you're going to spread this thing out over a long time. Total time, about **1** measly week.

5 days.

2400 minutes.

144,000 seconds.

See, how can you pass on this once in a lifetime chance?

When you finish each part you will have in your very own hands some information you can use at your very own planning meeting. That's the only "test" in **THE PROGRAM**. And I don't really consider that much of a test.

Do you?

I didn't think so.

GETTING STARTED

OK. Are you with me? Great. One more thing you need to do and we'll get started.

You see, even though you are going to be learning how to **Lead** your IEP meeting, you will still need someone to lend you a hand.

Someone who has been around.

Someone who knows the ropes.

Someone who wants you to do well when you graduate.

Someone who wants you to get out of her hair and not be in school forever.

Who is this mystery someone????

Your teacher, of course!
I mean, that is her job. To get you ready to leave school and be a huge success in life.

I'll tell you why you need to ask your teacher to lend a hand as you go through **THE PROGRAM**. You see, there are a lot of things about your school, your transition planning, and your IEP that you don't know about but your teacher does.

Oh sure, you'll learn. But, you need a guide...a coach.

There is a **Coach's Guide** that comes with **THE PROGRAM.** This explains to your teacher how you are going to learn how to take more control over your education program. It lets your teacher know where she can help and what she needs to do to make sure that you get the most out of **THE PROGRAM**.

So, right now, go find your teacher and give her the copy of the **Coach's Guide**. Ask her nicely if she will be your coach. When you're done, we'll get started.

♪♪♪ ♪♪♪♪ ♪♪♪♪

Finished? Good.

Time to start.

Turn the page...will you?

THE PROGRAM
Session 1

THE MEETINGS

WHOSE FUTURE GOAL 1: You will learn about the planning meetings where people make decisions about your school program.

See if you agree with this sentence.

> "Before I **LEAD** my transition planning meeting, I should know what it is."

Agree? I thought so! Did you know that every year there are planning meetings where people make decisions about your school program?

Maybe you did, maybe you didn't. Have you been to one? If not, don't worry....soon you will **LEAD** one!

HELPFUL HINT: Every now and then you will see this symbol. This naked guy is called "THE THINKER". He's a statue sitting on a rock in an ocean somewhere overseas. But, when he shows up, sittin' and thinkin', it means you can take a break and think too. Don't just skip over the parts where he shows up. Better thinking than writing, right? So, when he shows up, slow down, stop and take a minute to really think about the question.

OK, we were talking about planning meetings.

If you have been to one, think back on what happened. You can use the space next to The Thinker to jot down some of your thoughts, if you want.

Who was there?

What did they talk about?

Who was the leader of the meeting?

Did you say anything?

What did you feel about the meeting?

What do you think? Were you in **charge**? In **control**?

I don't know about you, but a lot of young people your age have said they felt pretty **bad** about the meeting they went to. They felt like Other People talked about them. About things they didn't do well. Like math, or English. They also said they were **bored**. And **embarrassed**. And glad when it was over. Sound familiar?

It doesn't have to be that way. **HONEST**. But first, you have to learn what these meetings are all about. So you can take **charge**. Take **control**.

So, you ask, what are these meetings? Good Question.

First you need to know what they call your meetings. Ever heard of any of these? Check ✓ one if you recognize it.

○ **IEP** (Individualized Education Program) meeting

○ **ARD** (Admission, Review, Dismissal) meeting

○ **ITP** (Individualized Transition Planning) meeting

○ **PET** (Pupil Evaluation Team)

Don't see what they call your meeting on this list? OK, write this space:

name of my planning meeting:

____

HELPFUL HINT: Every now and then you will see this symbol: 🎬 This is called a "clapper" and you know what it is used for...when a movie or television show is being filmed, they snap the clapper down when it is time for the actors to begin. When you see it in **THE PROGRAM** it will mean that there is some action you will be asked to do.

🎬 Don't know what they call your meeting? That's OK. But you need to go find out. Right now. Here is where your coach comes in. Not your gym coach...the teacher you gave the **Coach's Guide** for **THE PROGRAM** to. Yeah, that person. They will tell you what you need to know.

See you in a minute.... ♪♪♪ ♪♪♪♪ ♪♪♪♪

Got it?

Good. What's it called? What a long, boring name. Anyway, write it in the space where it said "name of my planning meeting." That way you will remember it later.

All right. We know what they call it, but that doesn't mean we know what it is, right?

I mean, I can tell you I call something a "umiak" but that doesn't mean you know what it is.

Come to think of it, that's not completely true. You can figure out what some of the meetings are about by their names. You just have to know what their full names are. For example, IEP. That's one name for a meeting. An IEP meeting. It means "Individualized Education Program."

Individualized -- for one person.
Education -- school
Program -- what you do.
=
I.E.P.

An IEP is the school program for the student the meeting is about. An IEP meeting makes decisions about the IEP.

An ITP is another kind of school program. ITP means "Individualized Transition Program."

Individualized -- for one person.
Transition -- moving from one thing to another.
Program -- what you do.
=
I.T.P.

An ITP is the school program to help students learn the things they need to know to move from being in school to being an adult.

THE PROGRAM uses the word "transition" a lot. It would be helpful to know more about what that means, wouldn't it? Look at it this way:

THE TRANSITION PLANNING PROCESS
......is a bridge to your future.

Transition skills are things you need to know to get from one point in your life to another. It is like walking across a bridge from school to the adult world. Transition planning is building that bridge. Transition planning means making decisions about what you need to learn to be successful as an adult. You'll learn more about transition plans and goals as you go through **THE PROGRAM**.

FUN FACT: Did you know that it says in **THE LAW** that you have the right to see your school records. Did you even know the school kept records on you? What is most interesting is that the school's records will keep all your old IEP's. So you could look at the goals some of those **Other People** have written for you over the year.

I think it would be useful for you to have a copy of the transition planning form that your school district uses, don't you? Fine. Find your coach and ask for a copy of the transition planning form used in your transition planning meeting.

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Go ahead. They may have to go somewhere else and get a copy. That's fine. Ask them to bring it to you when they can get it. And don't let them act like this is some top secret government document. It's not.

FUN FACT: Did you know that it says in **THE LAW** that after age 16, your goals must be based on your plans for your adult life? It does say that. **HONEST.** It says that your transition services must be "based on your needs, taking into account your preferences and interests." It's **THE LAW**. They have to do that. EXTREME

If there is not a transition planning form you can use, there is one at the end of this lesson. If you need to, use it as the transition planning form used in your transition planning meeting.

♪♪♪ ♪♪♪♪ ♪♪♪♪

Got it? Good.

In **THE PROGRAM** you will work mostly on getting ready for your transition planning meeting. But first, you should know some things about most educational planning meetings. Here is what happens at these....

What?

Oh, what is a umiak?

Sorry.

Unless you live in Alaska you probably haven't heard about that. It's a boat. Usually made with animal hide, kind of like a canoe.

OK. Can we go on now?

Let's see, where were you?

Oh yeah...here is a quick run through of what happens at most education program planning meetings.

These meetings happen every year, at least once a year, if you need any support to do better in school. There are a lot of reasons to have IEP meetings:

☑ To see if you can get services you need to learn better. Since schools have rules, you usually have to take a bunch of tests to decide what services might help.

☑ To make plans for your adult life. That's why you're in school, remember?

☑ To talk about how you did in school during the year and set new goals for the next school year.

☑ To change your class schedule if your school needs are not being met or if your goals change.

☑ To talk about graduation or make changes in your school program if you don't need special services any more.

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If you went to your last planning meeting, what was the purpose of the meeting? Check ✓ all the reasons you know:

- ○ To see if you can get services you need to learn better.
- ○ To make your plans for your adult life.
- ○ To talk about how you did in school during the year and set new goals for the next school year.
- ○ To change your class schedule.
- ○ To talk about graduation or make changes in your school program if you don't need special services any more.
- ○ To build a umiak.
- ○ How in the world would you know, you weren't there.

OK. **HONEST** is good. If you weren't there, you weren't there. And don't give me that stuff about a umiak. You didn't even know what one was until a few minutes ago.

Now, you know what your meetings are called and you know what they are for. Do you know who is at these meetings?

Well, actually, who is supposed to be at them.

Right now, most meetings go like this:

Teachers almost always have to be there. They do a lot of work getting ready for these things. I'm sure they would like you to do more of the work, but that's another topic. So anyway, check ✓ off your teacher as pretty much [illegible] the meetings.

☐ Your Teacher

THE LAW says that someone from the school district, other than the teacher, has to be there too. That might be your principal, vice-principal, a diagnostician (that person who gave you those tests to decide if you could get the services you need), or maybe someone you barely know from the special education department. Since **THE LAW** says that someone like this has to be there, you can probably check ✓ them off:

☑ Your Teacher
☐ Someone from your school district who you may or may not know very well.

OK. Let's see, teacher, school person...oh yeah, related service people. Related means that they do something that helps you do better at school. Like Speech Therapists who work with you on talking, Physical Therapists who help you with physical exercise and stuff, Occupational Therapists who might help make switches and work on job stuff, Adapted Physical Education people who help you in gym.

There are a whole lot of these Related Services people. You know who they are if you are working with one. Anyway, they will most likely be at the meeting too, so check ✓ them off as well.

☑ Your Teacher
☑ Someone you may or may not know very well from your school district.
☐ Related Service people.

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OK. To be **HONEST** with you, that's about all the people you can count on being at these meetings. Sometimes a lot more people are there, but not usually.. There is only one more person who probably was at your last meeting. That's your mom or dad, or both.

I know, that's one of the reasons you hate to go to these things.

But, put yourself in their shoes.

They are *tired*. They are probably most *tired* of hearing how you missed all those classes.

And not only are they *tired*, but they are probably **confused**. I mean, here are all these education people talking about things your folks never heard of before.

And, if you want to know the truth, they are probably a little bit **bored** too.

But anyway, if anyone else is there, it is probably them, so go ahead and check ✓ them off too.

☑ Your Teacher
☑ Someone you may or may not know very well from your school district.
☑ Related Service people.
☐ Your parents.

So these are the Other People who are making decisions about your future. I mean, if you are going to have someone else do it, it might as well be these people. At least they care about what happens to you.

But, let's talk for a minute about how your planning meetings should be.

Maybe they are this way at your school. That's good.

If not, maybe you can work to change them.

Here is a list of people. Check ✓ everyone you think should help plan your future. Check ✓ as many as you want.

☐ You (student)
☐ Your parents
☐ Your friend(s)
☐ Your brother and/or sister
☐ Your regular education teachers
☐ Your special education teachers
☐ Related services people
☐ Psychologist or diagnostician
☐ Your principal
☐ Vocational rehabilitation counselor
☐ An advocate for you
☐ Your boss at work
☐ Your job coach
☐ The woman who makes umiaks
☐ Your neighbor
☐ Your dog

Who did you choose? Well, here is who **THE LAW** says can, and probably should, be there:

☑ You (student)
☑ Your parents
☑ Your friend(s)
☑ Your brother and/or sister
☑ Your regular education teachers
☑ Your special education teachers
☑ Related services people

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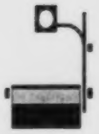
☑ Psychologist or diagnostician
☑ Your principal
☑ Vocational rehabilitation counselor
☑ An advocate for you
☑ Your boss at work
☑ Your job coach
☑ The woman who makes umiaks
☑ Your neighbor
☑ Your dog

Yeah. All of them. Although, I have to admit, the woman who makes umiaks only needs to be there if you want to be a umiak builder when you leave school. And your dog only if we are talking a service dog here.

Don't get me wrong. Not every one of the people listed have to be at every meeting. A lot of times they won't all need to be there. In the next session you can begin to list everyone you think should be at your meeting.

In fact, you might want to think about who you want to have at your next meeting before you work the next section.

HELPFUL HINT: Every now and then you will see this symbol: This is, obviously, an overhead projector. When you see this it means that you are going to review what you have covered during the lesson. All you do is fill in the blanks in the lines. Once you finish, you can use the summary sheet to check your answers.



Okay. Let's look at what you've covered this session.

☑ You found out that **THE PROGRAM** will let you teach yourself what you need to know to ________ your education planning meetings.

☑ You decided that there are a lot of good reasons why you should **LEAD** your __________ ____________.
1. You are the real expert on ____.
2. You will get more from _______ if you help choose your own goals.
3. You have the right to make _________ about your life.
4. You have the right to know your _______.
5. If you don't let ________ _________ know what you want to do after you graduate, they won't know.

☑ You learned that **THE PROGRAM** has ____ parts with different subjects and will take about ____ lessons to work through.

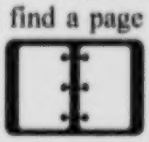
☑ You learned that educational planning meetings:
1. Have different ______.
2. Are held at least _______ a year.
3. Have several purposes:
   - To see if you get __________ __________
   - To make plans for your _______ life.
   - To talk about how you did in the ________ year.

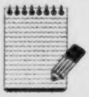
- To set new _______ for the next school year.
- To change your class _________.
- To make ____________ plans.

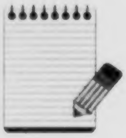
4. Should have different people there, including:
   - _____
   - Your _________
   - Your _______ and other family members
   - People from the __________ ___________
   - __________ services people
   - _________ and advocates
   - People who will _______ with you when you graduate

☑ You discovered that __________ _____ are things you need to know to be successful as an adult.

☑ You found out that transition ______________ is part of your IEP.

HELPFUL HINT: After each lesson, you will find a page with this symbol at the top:  This lists everything that was in the review section for that lesson. When you are finished with **THE PROGRAM** you can use these pages as a way of remembering what you learned.

HELPFUL HINT: At the end of each lesson, you will find a section with this symbol at the top:  This notepad will tell you what things you have to have done before the next session. Don't worry, we're not talking major homework here.



Before the next session, you should have:

✏ Found a copy of the transition plan your school uses.

Okay. So that's it for now.

Later.

Session 1

WHOSE FUTURE GOAL 1: You will learn about the planning meetings where people make decisions about your school program.

☑ You found out that **THE PROGRAM** will let you teach yourself what you need to know to **LEAD** your education planning meetings.

☑ You decided that there are a lot of good reasons why you should **LEAD** your planning meetings.

1. You are the real expert on you.
2. You will get more from school if you help choose your own goals.
3. You have the right to make choices about your life.
4. You have the right to know your rights.
5. If you don't let other people know what you want to do after you graduate, they won't know.

☑ You learned that **THE PROGRAM** has 6 parts with different subjects and will take about 40 lessons to work through.

☑ You learned that educational planning meetings:

1. Have different names.
2. Are held at least every year.
3. Have several purposes:
    - To see if you get special services
    - To make plans for your adult life.
    - To talk about how you did in the school year.
    - To set new goals for the next school year.
    - To change your class schedule.
    - To make graduation plans.
4. Should have different people there, including:
    - You
    - Your teachers
    - Your parents and other family members
    - People from the school district
    - Related services people
    - Friends and advocates
    - People who will work with you when you graduate

☑ You discovered that transition skills are things you need to know to be successful as an adult.

☑ You found out that transition planning is part of your IEP.

INDIVIDUALIZED TRANSITION PLAN

A. GENERAL INFORMATION :

Student Name: Last ____________________ First ____________________ MI ____ Meeting Date ________________

Date of Birth : ______________________ Age _________ Sex : M F Student I D number : ________________

District / Campus : ______________________________ Instructional Placement : ____________________________________

Disability / Eligibility : (Check ✓ one.) ☐ Auditory Impairment ☐ Attention Deficit ☐ Autism

☐ Emotionally Disturbed ☐ Learning Disability ☐ Mental Retardation ☐ Orthopedic Handicap

☐ Other Health Impaired ☐ Speech Impairment ☐ Visual Impairment ☐ Multihandicapped

Other (describe) : ____

Parent Or Guardian : ____

Address : ____

____

Phone : (home)____________________(work)_____________________

Projected Graduation Date : _________________ Actual Exit Date : _________________

Reason for Exit : ☐ Graduation with Diploma (Regular) ☐ Graduation with Diploma (IEP)

☐ Completed Age Eligibility (No Diploma) ☐ Dropped Out (under 18) ☐ Dropped out (over 18)

B.TRANSITION PLANNING PARTICIPANTS :

We the undersigned have provided input for the development of this Transition Plan and agree to carry out the recommendations specified within.

DATE			
Consumer			
Student			
Parent			
Guardian			
Advocate			
Other ____________________			
____________________			
School			
Regular Education Teacher			
Special Education Teacher			
Vocational Education Teacher			
Regular Education Administrator			
Special Education Administrator			
Vocational Education Administrator			
Vocational Adjustment Coordinator			
Guidance Counselor			
Diagnostician / Psychological Associate			
Social Worker / Case Manager			
Other ____________________			
____________________			
Non - School			
Rehabilitation Agency			
Department MH - MR			
Department Human Services			
Employment Services Provider			
Employer			
JTPA Representative			
Community College Representative			
Trade School Representative			
Community Service Provider			
Adult Services Case Coordinator			
Community Living Skills Training Program Representative			
Other ____________________			
____________________			

A plus (+) in the signature column may be used to indicate involvement in transition planning. A slash (/) will indicate persons invited who did not attend. Signatures will indicate actual attendance at the Individualized Transition Planning Meeting.

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C. DESIRED OUTCOMES : (CHECK ✓ AS APPROPRIATE)

• Outcomes are based on each student's needs, abilities, and preferences rather than on the basis of options that currently exist in the community.

1. POST - SECONDARY EDUCATION

____ 1.1 None due to employment
____ 1.2 Community College - no support
____ 1.3 Community College - some support
____ 1.4 Trade or technical School - no support
____ 1.5 Trade or technical School - some support
____ 1.6 University - no support
____ 1.7 University - some support
____ 1.8 Military
____ 1.9 Adult Education Class(es) - no support
____ 1.10 Adult Education Class(es) - some support
____ 1.11 Adult Education Class(es) - special class
____ 1.12 Other ______________________________

Support Services required ? _____ Yes _____ No

2. EMPLOYMENT

____ 2.1 None due to expected enrollment in post-secondary education
____ 2.2 Competitive - no support
____ 2.3 Competitive - time limited support
____ 2.4 Competitive - long term support
____ 2.5 Supported - infrequent support
____ 2.6 Supported - daily support
____ 2.7 Sheltered community employment - individual
____ 2.8 Sheltered community employment - enclave
____ 2.9 Sheltered community employment - mobile
____ 2.10 Sheltered community employment - work crew
____ 2.11 Sheltered workshop
____ 2.12 Other ______________________________

Support Services required ? _____ Yes _____ No

3. RESIDENTIAL / INDEPENDENT LIVING

____ 3.1 With parents/relatives
____ 3.2 With roommate
____ 3.3 Independent - no support
____ 3.4 Independent - time limited
____ 3.5 Independent - ongoing, but infrequent support
____ 3.6 Independent - daily support
____ 3.7 Supervised apartment
____ 3.8 Group home - supervision
____ 3.9 Group home - supervision and training
____ 3.10 Group home - skilled nursing
____ 3.11 ICF (Intermediate Care Facility)
____ 3.12 Foster Care
____ 3.13 Lifetime support / planning
____ 3.14 Other ______________________________

Support Services required ? _____ Yes _____ No

4. RECREATION / LEISURE

____ 4.1 Independent
____ 4.2 Family supported
____ 4.3 Friend supported
____ 4.4 Community parks & recreation programs
____ 4.5 Local clubs & organizations
____ 4.6 Religious (church/synagogue) groups
____ 4.7 Adult day programs
____ 4.8 Specialized recreation programs
____ 4.9 Other ______________________________

Support Services required ? _____ Yes _____ No

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5. TRANSPORTATION
____ 5.1 Self transportation
____ 5.2 Public transportation
____ 5.3 Specialized transportation
____ 5.4 Family transports
____ 5.5 Friends transport
____ 5.6 Car / van pools
____ 5.7 Other ______________________________

Support Services required ? ______ Yes ______ No

6. INCOME / RESOURCES
____ 6.1 Earned wage
____ 6.2 Social Security Benefits
____ 6.3 Unearned income (gifts, family supports)
____ 6.4 Trust / Will
____ 6.5 Public assistance - food stamps
____ 6.6 Public assistance - AFDC
____ 6.7 Other ______________________________

Support Services required ? ______ Yes ______ No

7. MEDICAL SERVICES
____ 7.1 Group insurance (Medicaid, Blue Cross, etc)
____ 7.2 Assistive / Adaptive devices
____ 7.3 Special therapies (OT / PT)
____ 7.4 Vision / Hearing / Speech
____ 7.5 Medical supervision and scheduling
____ 7.6 Other ______________________________

Support Services required ? ______ Yes ______ No

8. ADULT RESPONSIBILITIES
____ 8.1 Voter registration
____ 8.2 Selective Service registration (males)
____ 8.3 Driver's license
____ 8.4 Social Security registration
____ 8.5 Self / consumer advocacy
____ 8.6 Other ______________________________

Support Services required ? _____ Yes _____ No

9. OTHER CONSIDERATIONS
____ 9.1 Guardianship
____ 9.2 Family planning
____ 9.3 Counseling / support services
____ 9.4 Respite services
____ 9.5 Day activities
____ 9.6 Other ______________________________

Support Services required ? _____ Yes _____ No

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THE PROGRAM
Session 2

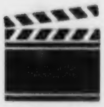
Whose Future Is It *Anyway?*

WHOSE FUTURE GOAL 2: You will pick out the people who should be at your transition planning meeting.

Last session you looked at who should be part of your transition planning meeting. Now you need to find out who has been coming to these meetings. Later on you can think about who **you** would want to be there.

So, who has been showing up to your meetings?

Don't really know? Well, no problem. Here is how you can find out. The people who come to your IEP or transition planning meetings almost always sign a form. You can tell who was there by looking at this. All you need to do is check that form.



You knew this was coming, right? I mean, how can you check a form if you don't have a copy of it? So, you need a copy of it. What you will need to do is to work with your coach to learn how to get a copy of your most recent IEP or transition planning form. This form will be kept with your school records. In some schools, they keep the folders in a single room. In other schools you can check them out if you sign for them. Your coach should be able to show you how your school district handles it.

Now....work with your coach to find your current IEP or transition plan.

♪♪♪ ♪♪♪♪ ♪♪♪♪

Are you there? Good. You never knew schools had to keep this much paperwork on you, did you?

Now, with a copy of your transition plan or IEP in hand, find the record that will tell you who was there. If you have a hard time with this, have your coach help. In fact, your coach may have been there and can help fill in the blanks. Or, you may have to go to last year's teacher to check it out. Whatever it takes.

Here is the list of people we talked about last time. Check ✓ everyone you can find who was at that meeting. If you want, you can write the name of that person.

☐ You (student)

____

☐ Your parents

____

☐ Your friend(s)

____

☐ Your brother/sister

____

☐ Your regular education teachers

____

☐ Your special education teachers

____

☐ Related Services people

____

☐ Psychologist or diagnostician

____

☐ Your principal

____

☐ Vocational Rehabilitation Counselor

____

☐ An advocate for you

____

☐ Your boss at work

____

☐ Your job coach

____

☐ Your neighbor

____

☐ Other

____

☐ Other

____

All right, time to get back to work. If you are somewhere other than your desk, head on back and we'll finish there.

♪♪♪ ♪♪♪♪ ♪♪♪♪

Back? Good.

Now you know who was at your last meeting. What do you think? Was everyone there who needed to be?

If so, great. If not, who else needs to be there? .

Here's something you can do to help you figure this out.

Find the page at the end of this session with the circle that has the star in the center. Write your name in the center of the star. Next, think of people you know. There are five areas listed around the circle:

1. Friends
2. Family
3. School
4. Neighbor
5. Church/Community

You are going to list at least one name of a person in each of the five areas. Fill in as many names as you want.

Start with **FRIEND**. Who is your best friend? Write that person's name in the circle. How about other friends? Write the names of any other friends you might like to have part of your planning team.

Next, go to **FAMILY**. Who do you feel close to in your family? Your mother, father, sister, brother, grandparent, uncle, aunt or cousin? Write these names in the circle.

Go to **SCHOOL**. Who do you feel close to at school? Is there someone in your homeroom who you would like to have be part of your planning? Is it someone your age, a teacher, or another adult? Write those names in the circle.

Do you have a **NEIGHBOR** who you talk to and trust? If so, write that person's name in the circle.

In the section for **CHURCH / COMMUNITY**, write in people who you like and trust. Think about people at work, church, or any other place you spend a lot of time.

Now, use that sheet to think about the people you want to be at your next planning meeting to give you the help you need planning your future.

Fill in the blanks with the people you want to be there.

First, there are the people who really should be at every meeting:

1. Me (That is you!)

2a. ____________________
(Mom)

2b. ____________________
(Dad)

3a. ____________________
(teacher)

3b. ____________________
(teacher)

3c. ____________________
(teacher)

4a. ____________________
(principal)

4b. ____________________
(vice-principal)

4c. ____________________
(diagnostician)

If you are 16 or older, you should make sure people who can help you be independent when you are an adult are at the meeting. That's why Vocational Rehabilitation Counselors, job coaches or your boss should be there.

A Vocational Rehabilitation Counselor might help you find a job when you start looking. A job coach can help you learn the things you need to do on the job once you start. You might want to invite someone who can help you live more independently. If you are not sure about who this person might be, fill this in after you finish the lessons on community resources.

5a. ____________________
(VR Counselor)

5b. ____________________
(Job Coach)

5c. ____________________
(Work person)

6. ____________________
(Living help)

Who else? Well, it's not a bad idea to have friends with you. They know you as well as anyone. Also, sometimes it is easier to talk to a friend...they know what you are trying to say.

Again, you don't have to have a friend if you are embarrassed, but you can if you want. The same thing is true for a brother or a sister, or any other family member you want there.

7a. ____________________
(friend)

7b. ____________________
(friend)

8a. ____________________
(sister/brother)

8b. ____________________
(sister/brother)

9a. ____________________
(other people)

9b. ____________________
(other people)

Okay. Let's look at what you've done this session.

☑ You found where your school stores the folder with all your _________ in it, including:
Your __________
Any ___________ you have taken
Other __________

☑ You found out who was at your last ______________ meeting.

☑ You identified the friends, family members, neighbors, school people and community contacts you ________ to help you _____ for your future

☑ You listed people who you can ask to be at your next ___________ meeting

Well, that's probably enough for this session. It probably took you a while to get to where your IEP or transition plan was kept.

Before the next session, you should have:

✎ Finished listing who you want to be on your planning team.

OK. So that's it for now.

Later.

Session 2

WHOSE FUTURE GOAL 2: You will pick out the people who should be at your transition planning meeting.

☑ You searched out and found where your school stores the folder with all your records in it, including:

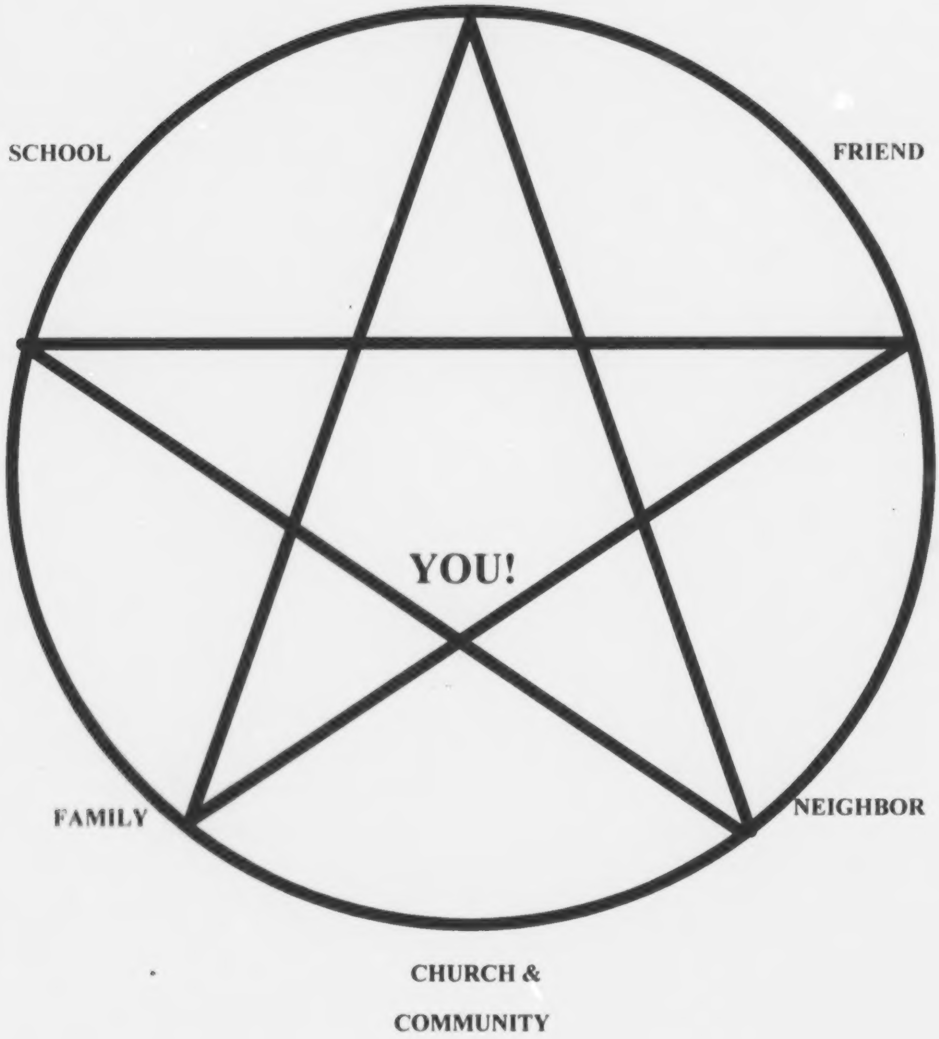
Your IEP
Any assessments or tests you have been given
Other records

☑ You found out who was at your last planning meeting.

☑ You identified the friends, family members, neighbors, school people and community contacts you trust to help you plan for your future

☑ You listed people who you can ask to be at your next planning meeting

SUPPORT CIRCLE SHEET


SCHOOL
FRIEND
YOU!
FAMILY
NEIGHBOR
CHURCH &
COMMUNITY

THE PROGRAM
Session 3

Getting to know YOU

WHOSE FUTURE GOAL 3: You will identify some of your own transition needs that are based on your preferences and interests.

Let's see how well you listen to yourself when you work on this stuff!

Fill in the blanks:

In **SESSION 1** there was a fun fact that read "**THE LAW** says that your transition goals must be based on your __________ taking into account your ____________________ and ____________________."

Right.

THE LAW says that your transition goals must be based on your _needs_ taking into account your _ preferences_ and _interests_.

See if you agree with this sentence.

> "Before I **LEAD** my transition planning meeting, I should know my transition preferences and interests."

Agree? I thought so.

THE LAW was written to make sure your transition goals are based on what you want to do when you become an adult. See why it is important to be at these meetings? How is anyone else supposed to know that?

Even if you are at the meeting, if you don't know what your interests and preferences are, then you can't be much help, can you? So, it makes sense that you start **THE PROGRAM** by thinking about your interests and preferences.

What's that? You already know all you need to know about your interests? Well, maybe. But, do something for me. Are you wearing a watch? (**DON'T LOOK AT IT**). If not, think about the clock in your classroom. (**DON'T LOOK AT THAT EITHER**). Now, (**I SAID, DON'T LOOK AT THAT WATCH**), very quickly, in the space right below here, draw a picture of that watch or clock.

Your Watch

All right. Now you can look at that watch or the clock. Did you get everything exactly right? Did you remember every detail. Even the writing on the face?

I didn't when I tried.

Now, you look at your watch a lot...at least 20 times a day, right? Same thing with the clock. I mean, I know you can hardly wait to get out of class! I see you staring at that thing! So, why wasn't your drawing exactly right?

Because when you look at your watch (or the clock) it's not to memorize it to draw, it is to find out the time. Right? Well, same thing with your transition interests and preferences. Until you really think about them, you can't be sure that you can identify them exactly.

So, you are going to spend some time thinking about your interests and preferences.

Your interests and preferences will be different from Other Peoples' interests and preferences. That's what makes them **your** interests and preferences! That doesn't make your interests or preferences or those of Other People right or wrong...just different. You bring a unique viewpoint to your planning meeting.

Unique. That means individual. That's why they have *Individual* Education Plans and *Individual* Transition Plans, instead of *Group* Education or *Group* Transition Plans! Your IEP or ITP should be different from every other student's, because it is based on your unique needs, your unique preferences and interests.

So that's the first step, really. Knowing that you bring unique needs, preferences and interests to the meeting.

Of course, the next step would be getting everyone else to know that. That's another reason you have to identify what you need, what you're interested in and what you prefer.

Let's back up a minute and think about your **UNIQUE**ness. Your **YOU**ness. Your **INDIVIDUAL**ness. I don't think these last two are real words.

Anyway, take a minute and answer these questions.

What is your favorite food?

What was the last movie you saw?

Who is your favorite musician?

What do you like best about yourself?

How many cousins do you have?

What would you change about yourself?

What has been your greatest accomplishment so far?

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What makes you feel guilty?

What makes you feel angry?

What do your friends say about you?

What is a new skill you have learned in the last 6 months?

If you were 21 today, what would you be doing?

Who taught you to swim?

Who taught you to tell time?

Who taught you to count money?

How old do you feel?

Who is the person you admire the most?

What are you most afraid of?

Would you like to get married someday?

Name six people you would invite to dinner, if you could.

Now, think about it. Would anyone else's answers look exactly the same? Oh sure, some of your friends might have the same favorite musician, and a lot of people like the same food. But you are the only person who will answer exactly the way you did on all the questions.

So...it's time to put the "individual" back in IEP and ITP!

First, you need to look at what you "need" to have a successful transition from school to adulthood. 'Cause, as REM sings, "what you need and what you want have been confused."

I know, now I've confused myself. It is like this....

Someday in the not too distant future, you are going to be out of school. Done. Finished. Kaput. When that day arrives, you need to be ready. It gets real **boring** living at home with your parents with **no money**. They might even get **tired** of you and toss you out. So, you need to be ready. Not to be tossed out...ready to be independent and satisfied with what you're doing.

The next few years of your school program are supposed to get you ready for that day. Let's think through this a little more. First, figure out that glorious day you won't have to get up and go to school any more.

If you are not sure of what year you will graduate, go ask your

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coach. Assume that your last day of school is May 31 of that year.

FUN FACT: Did you know that according to **THE LAW** students who need extra services to do better in school might be eligible (that means qualify) for school services past the age of 18? It changes from state to state and not all students qualify, but you may have the chance to stay in school longer. Good news or Bad news? It depends how you use that time, doesn't it?

Now, on June 1 of the year you graduate, where do you want to live? Be specific. A house, an apartment, a bus? In what city? In what part of the city? Do you want to live alone, or with someone else?

Think about it and write down one or more answers:

What do you want to be doing during most days? Working? Where? Doing what? Going to school? Where? Learning to do what?

How do you want to spend your leisure time?

Now....those are things you want to do.

The question is, what do you have to know or learn to make them happen? That's what you have to figure out so that on June 1 of that year, you can begin to do these things. Instead of sitting at home. **Bored**. With **no money**. About to be kicked out by your parents. Those are your transition needs.

Look back at how you answered the question about where you would like to be living. What do you need to make that happen?

Well, obviously, lots of things.... right? Things like money. You have to have money to pay for any place to live. Maybe that's why you have a roommate or live in a smaller apartment. You need money when you graduate. There are many ways to get money, but the way almost everyone has to get it is to earn it. Work for it.

Which takes you to your second area, what to do with yourself during the day. You probably will need to work. What did you list for working? Do these jobs pay enough money to let you live independently? Are there enough jobs like that in the real world? Do you have the abilities to do the job? What do you have to learn to do the job? How will you learn that?

This is why you need a lot of people to help you make good decisions about your future. I mean...there are a lot of questions to ask here. You can see that figuring out what your transition needs are, so that you can become more independent when you leave school, will need a lot of people who know things about things. You are going to need a lot of transition services...everyone does!

FUN FACT: THE LAW says that transition services are activities for a student that help that student move from school to activities of adult life, like college or vocational education, job training and work, living independently and participating in community activities, like movies, sports and shopping.

You're not going to spend a lot of time right now talking about specific transition needs...you will do that when you get into the goals section of **THE PROGRAM**. For right now, it's enough to get it into your head that your transition needs are based on your interests and preferences.

Let's talk a little more about this "interests and preferences" stuff.

Your transition services must be based on your interests and preferences. What does that mean, really?

First...it doesn't mean that everything in the world that you are interested in or you prefer (like) will become a transition need.

I mean, you might prefer Fudge Brownie ice cream from Baskin & Robbins. That doesn't mean that you will want to write a transition goal to learn more about ice cream just to enjoy it!

However, you may have been to the Baskin & Robbins store so many times, and watched how things work there that you think you might want to one day be a manager at a Baskin & Robbins store. Learning what you would need to know to manage a store would be good transition activities.

When it says your transition services need to work on transition needs based on your interests and preferences, it means interests and preferences about what you want to do as an adult.

How do you figure out your interests and preferences?

Good question. You think about them.

First....start with what you do well. What you do the best. Not necessarily what you like to do the best...but what you really do the best. These are your abilities. These might be school things...like math, science or reading. They might be things you learned at home like gardening, fixing a car or playing a musical instrument. They might be hard to learn and complicated, like working on computers, or easy to do but requiring lots of practice to do well, like shooting a basketball.

List the ten things you do best. Don't worry. This is what **you** do best. That doesn't mean you have to do it better than everyone else. Just because you list tennis doesn't mean you think you play better than Steffi Graff! What are the ten things **you** do **best**?

I'll wait while you list these. And, don't give me that stuff about not having ten things. I know you do. Think hard.

10 Abilities

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________

Once you got to working on it, you probably figured out a lot more than just ten. Right?

OK, now look at another list of things. List things you really like to do. These are things that you do just because you want to, not necessarily because you are good at them.

Oh...you can be good at them. That's no problem. But, don't leave something that you like to do off the list just because you aren't that great at it. These should be things you do 'cause you like them. These are your interests.

I'll give you an example. I like to sing. Especially in the car, with the radio cranked. I *really* like to sing. But, other people don't like to listen to me sing. That's because I'm really not very good at it. But, it is still something I like to do. I prefer it. So I would put it on this list, but not on the list of things I'm really good at.

OK, list ten things you really **like** to do.

10 Interests

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________

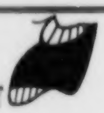
OK, now take a look at the two lists. Sort of compare them. Are there some things that came up in both lists? If so, maybe you should think about transition services based on those. Remember, transition services help you get ready for all parts of your adult life, not just your job. So some of your transition services might help you to be able to do more fun things as an adult.

Let's talk more about that. Look at my lists when I did them.

10 Abilities of

1. Making conversation
2. Listening
3. Doing math
4. Roller Blading
5. Drawing
6. Writing
7. Working on the computer
8. Being a friend
9. Helping around the house
10. Learning new skills

10 Interests of



1. Drawing cartoons
2. Singing
3. Working on computers
4. Soccer
5. Recycling
6. Old black and white movies
7. Learning about history
8. Cooking
9. Going to concerts
10. Listening to music compact discs

One item that is on both my abilities list and my interests list is drawing. Drawing cartoons. I really like to do that and people have told me I'm pretty good at it.

Maybe I should have a transition goal to look at jobs drawing cartoons for a living. I mean, I like it and I'm pretty good at it.

What do you think? Yes? No?

But, when I talked with my vocational rehabilitation counselor, I found out that there are only a few jobs as a cartoonist and those people are **really**, ***really*** good. I'm good, but probably not that good.

I have some choices. I could work **really**, *really* hard to get good enough to get one of those jobs. I checked with my school advisor about a career in cartooning and found out that if I wanted to get that good, I would probably have to go to a School of Art when I leave high school. It will take at least four years to learn cartooning and I will have to beat out 100 other pretty good artists just to get in to the School of Art.

I'm not sure I can do that. And even if I get in and get out, there are still not that many jobs out there.

Do I give up on this idea? It depends on how badly I want it. It depends on whether I'm willing to work three times harder than everyone else to do good in art classes, and willing to take other jobs I don't really like to pay the bills while I try to find a cartooning job.

You know, I don't really think I want it that badly. But, I still don't give up on the whole thing.

I could talk to my vocational rehabilitation counselor about other jobs that use drawing skills. Or, I could decide to draw as a hobby. Maybe a transition goal could teach me how to use the city recreation center to enroll in art classes. I could get to be a better artist, have fun and meet people who like doing the same things I do.

One more example, then I will shut up. I promise.

Another item that came up on both of my lists was computer work. I like working on the computer and I'm pretty good at it. Do I want to look at that as a job skill? I mean, I liked drawing and was pretty good at it, but that didn't work out as a job.

Well, I talked with my vocational rehabilitation counselor and she told me there are lots of jobs working on computers. If I learned some basic office skills, I can do that right after high school. Or, I could go to a community college and learn a few more computer skills and get a better job. Or I could go to a vocational training school and learn how to repair computers.

In this case, what I liked and what I was good at matched with what I could probably get a job doing.

On the other hand, I may decide that I just want to keep doing computer as a hobby. Maybe learn how to get onto CompuServe so I can talk on-line with other people who like computers.

You see how this goes? You look at what you're good at and what you like. Then you explore some. Find out what is out there for working, living and playing as an adult. See how well things match.

I mean, we can't all be Julia Roberts or Eddy Vedder or Clint Black. Can we?

That's one of the things that transition planning should do....make you think about what's out there in the real world.

Sure, you can still plan on being a rock musician or movie star. If you are willing to work for little or **no money** at jobs that are **not much fun** so you can earn enough to scrape by and barely pay the rent so you can go to auditions for commercials or play late night gigs at dead end nightclubs. And maybe, just maybe, you'll get that break and then, if you have the talent, you might make a name for yourself.

In the long run, you gotta choose.

Okay. I said I'd shut up. So, I am.

You should figure out your interests and preferences before your next planning meeting.

Okay. Let's look at what you've covered this session.

☑ You learned that the law says that your transition goals have to be based on your ________ based on your ______________ and ______________.

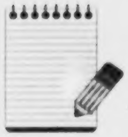
☑ You saw that your interests and preferences will be ________ from others peoples' interests and that you bring a __________ viewpoint to the transition planning meeting.

☑ You figured out when you would _________ school and thought about some things you would like to be doing then.

☑ You learned that _____________ services are activities for you that help you to move from school to the adult world.

☑ You listed your ___________ and ___________.

☑ You began thinking about how these abilities and interests could lead to transition _________.

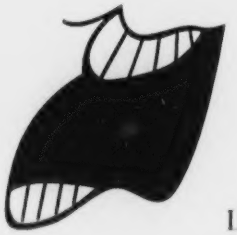


Before the next session you should:

- Think about your abilities and interests. Write down those interests and abilities that were on both lists. Think about other interests and abilities. Write them down. Which ones might make good transition goals for where you want to work? How about living? Playing?

- Talk with someone you listed who you wanted to be on your planning team about these interests and abilities and transition.

Okay. So that's it for now.



Later.

Session 3

WHOSE FUTURE GOAL 3: You will identify some of your own transition needs that are based on your preferences and interests.

☑ You learned that the law says that your transition goals have to be based on your needs based on your preferences and interests.

☑ You saw that your interests and preferences will be different from other peoples' interests and learned that you bring a unique viewpoint to the transition planning meeting.

☑ You figured out when you would leave school (probably) and thought about some things you would like to be doing then.

☑ You learned that transition services are activities for you that help you to move from school to the adult world.

☑ You listed your abilities and interests.

☑ You began thinking about how these abilities and interests could lead to transition goals.

THE PROGRAM
Session 4

Getting to know **YOU**

WHOSE FUTURE GOAL 4: You will identify unique learning needs related to your disability.

In the last session you learned about being unique and how important it is for you to know about your unique abilities and interests.

In the next few sessions you will think about the unique learning needs or supports related to your disability.

First, though, you are going to just think about what that word, "disability" means. Some of these things may feel a little uncomfortable, but stick with it. There is only one you and part of being "you" is knowing how you learn best.

THE PROGRAM is here to assist students with unique learning needs to take more control in their educational planning.

Remember? I mean, we've been talking about it for four sessions now!

If you have educational planning meetings, like IEP or ITP meetings, you are receiving some special services to assist you to learn more.

You know something. I hate the word "special". *Special* this and *Special* that. ♪♪*We're*

♪♪*all* ♪♪*special*....

I mean, we're not on Barney here, are we?

So, from now on I'm not going to use the "s" word (special) (that's the last time, I promise). I'm going to call these services you get "**MULES**". **MULES** means:

My
Unique
Learning and
Educational
Supports

Those are the support services you get to help you learn. Support. That means you get what you need to do your best. Of course, you know what a mule is, right?

```
1: a hybrid offspring of a
male ass (donkey) and
female horse 2: a very
stubborn person.
```

I have to tell you, I think that calling these services **MULES** tells you something about what it is sometimes like to deal with a big system, like school districts. Most people who work in them, like teachers and principals, do a great job, work hard and will help you every chance they get. But in a lot of cases, there are so many rules and so much paperwork that you can't get things done without having to push and pull a lot...like trying to move a stubborn mule!

So any way, since you are getting **MULES**, you have qualified for these **MULES** because of some disability that makes learning harder or makes it so that you need different ways of teaching to do your best.

That is nothing to be ashamed of or embarrassed about. The truth is, most of the students at your school would probably like to get some services that would help them.

I mean, look at it this way. The word "services" came from the original work of a servant. People who provide "services" are there to "serve" you. Like in a restaurant, when the person takes your order, serves your food, and is nice to you.

Now, don't go **HOG WILD** on this. I mean, your teacher is not your servant. If you say that, I think that s/he will give you some **boring** classroom job for the rest of the year!

But, your teacher does provide an important service to you. S/he provides a service called "teaching".

Yeah, yeah, I know. You didn't order that and would like to send it back.

Well, like it or not the best way to make more money and have a high quality of life when you get to be an adult is to get a good education.

You are a smart young person. When someone is offering you a service that can get you more money, you're going to take advantage of it, right? And it's free!

Well, actually your parents probably pay for it out of their taxes. But that's another story.

Okay. When we talked about who should be at your education planning meetings, we talked about some of the people who provide the services you use. I've already mentioned your teacher. And you learned about transition services before.

You remember.... services that help you learn the things you need to be independent and satisfied as an adult.

FUN FACT: In 1975 the United States Congress found that the learning needs of students with disabilities were not being met. The congress passed a law to get students the support they needed.

THE LAW says that its purpose is to make sure that students have the chance to "special (their term, not mine) education and related services designed to meet their unique needs".

You also learned about some of the related services you can get. Like speech or physical therapy and vocational education services. There are other related services you may not even think about, like school health services, recreation, counseling services and testing services. Even making sure you have the transportation you need to get back and forth from school is a service.

These are all decided at your yearly planning meeting. See why you need to be there?

Now, to get these **MULES** you have to qualify. Remember taking some tests and stuff? Those tests probably helped somebody identify your unique learning needs.

At that time, you may have learned that you had a "disability." You may have learned from your folks or a teacher. Maybe you didn't learn until you got moved to a different class or something.

Anyway, it's important to look at how your disability might change how you learn.

Have you ever had a hard time learning? How about having a tough time reading in school or doing some math work? How did you feel about that? **Frustrated**? **Angry**? Embarrassed? Did it seem that no matter how hard you tried, things only got worse? Maybe you had a hard time telling someone else exactly what you were thinking or wanted to do.

A lot of young people who have been told they have a disability have said these things. Sometimes they say they don't think they really have a disability. It's hard for them to think about it, because they think it means that they are not smart or that they are weird or different from their friends.

But, having a disability doesn't mean those things at all. Maybe it's a good idea for you to think more about what "disability" means. It means many different things to different people. You need to know what it means to you.

Start by looking at what Other People think about disability.

This next activity will let you look at some beliefs and stereotypes about people with disabilities.

A belief is what someone thinks. Like, some people believe in the Loch Ness Monster.

Stereotypes are beliefs about groups of people. Stereotypes are more than just what Other People think about people who are in a group, they are what Other People expect from those people.

There are lots of stereotypes about people and groups. I would bet that you even have some stereotypes of your own. No? Answer this question:

?

A boy went to the dentist to get a cavity filled. The boy was the dentist's son, but the dentist was not the boy's father. How was this possible?

Think about it for a minute.

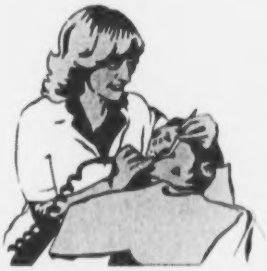
♪♪♪ ♪♪♪♪ ♪♪♪♪

Got it? Good. If not, keep thinking.

♪♪♪ ♪♪♪♪ ♪♪♪♪

You might have figured it out after you thought about it, but I bet your beliefs about dentists made it hard for you to come of with the answer quickly.

Of course, the answer is that the dentist is the boy's mother.



Your stereotype about dentists is that they are men.

That tells you something about stereotypes about women too. There are a lot of jobs that women do very well that **Other People** often think of only as having men do them. Jobs like surgeon, pilot, athlete and coach.

In this case, you can see how a stereotype would not be a good thing. If **Other People** believe that dentists are men, they won't encourage a young woman to become a dentist, will they?

There are lots of stereotypes out there.

Why don't you come up with five stereotypes? If you need some support, find a friend or ask someone else in the room.

5 Stereotypes I Know

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Take a look at these. What do you think?

Most stereotypes are unfair to people. Like all blondes are dumb. There are a lot of very smart blonde women and men.

The truth is that stereotypes about people usually limit them. They take away from the fact that we are all unique people, with individual interests and abilities.

There are stereotypes about people with disabilities. Even people with disabilities may have stereotypes about people with other kinds of disabilities.

The following activity will let you think about some of your beliefs and stereotypes. Be honest, no one is scoring this. You can write your answers in the space below the question or just think about your answers. It's up to you. It's your program.

1. What is a disability?

2. What does the word "disability" mean to you?

3. What does a person with a disability look like?

4. What happens to people when they have a disability?

5. What is your first thought when you see a person with a white cane?

6. What is your first thought when you see someone with a hearing aid?

7. What is your first thought when you are told a person has mental retardation?

8. What do you first think when a person has a learning disability?

9. What is your first thought when you see a person using a wheelchair?

10. What kind of rights do people with disabilities have?

11. Where should people with disabilities live?

12. Should people with disabilities work?

13. Should a person with a disability get married?

14. Should people with disabilities have children?

Look at your answers. These are your beliefs and opinions. Your opinions might have been formed by your own experiences. Or, maybe by knowing someone else with a disability. Or by watching a movie or TV. Or by hearing someone else talk about a person with a disability.

Let's look at these same questions, but based on facts. These may be just like your answers. But they may be very different. It is true that everyone has the right to their own opinions, but most people want their opinions or beliefs to be based on what is true.

What is a Disability?

In the Americans with Disabilities Act (called ADA) a person with a disability is someone who has a physical or mental impairment. Impairment means a limit. The ADA goes on to say that a person with a disability is someone who has a hard time caring for his/her needs alone, seeing, speaking, working, breathing, learning, walking, or hearing.

A person doesn't have to have all of these, just one.

It is important to know that a disability is not a person! A disability is something that a person may have. A disability is only one part of a person. People like to be known by who they are and not what they have. People with disabilities have been saying that they want to be seen as people first. Most people with disabilities do not like to be called by their labels. When meeting someone with a disability it is best to call them by their name. When talking about a person with a disability it is best to call the person by their name and not their disability. People without disabilities like to be called by their name also.

What does the word "disability" mean to you?

Words matter. The words we use to talk about people make stereotypes. People use different words to talk about people with disabilities. Many of them are unfair, and create negative stereotypes. Like "retarded" or "gimp".

Many people talk about people with disabilities as "handicapped". Like in the parking space. But a lot of people with disabilities disagree with that word.

Why? Well, saying that a disability is a handicap means that you can't do things because of the disability. So, some people might say that a person who lost his left arm in a car wreck was "handicapped" when it came to playing the piano, right?

The problem with that is that there is a lot of music written for the piano that uses only a person's right hand. So, for that person, not having a left arm is not a handicap.

The other reason many people with disabilities don't like the word "handicap" is that people think of "handicapped" people as needing help. The word came from the phrase "hand in cap" meaning a person who was begging.

Another word that is sometimes used to talk about people with disabilities is "challenged". Physically-challenged. Mentally-challenged. While it is probably true that a person with a disability has many challenges each day, many people with disabilities don't like to be called challenged. They say that by calling them challenged, it means that they are the ones who have to change. There are many cases where the world can change just as easily.

For example, a person using an electric wheelchair cannot get over a curb. The chair is too big and heavy. You could say that the person is "physically challenged" but really the challenge is not on the person, but the curb. You can add a curb cut or a ramp, and the challenge is gone.

The word "disability" may feel uncomfortable to you. You may still think of it as negative. Sometimes people think of a disability as the same thing as a disease. It is not, although some diseases lead to a disability.

In the long run, you need to be comfortable with yourself. All people have some type of limitation. Having a disability means that the limitation in some areas is greater than for most people. People with disabilities are people first. People with disabilities should be treated as any other person without a disability. A person with a disability is a person, not the disability!

What does a person with a disability look like?

Most people with a disability look like people without disabilities. Sometimes a person may not have an arm or leg or they may use some support like a wheelchair, walker, or hearing aid. These supports, called adaptive devices, are sometimes a clue that a person has a disability. Actually these adaptive devices make it so that the person can do activities that their disability makes more difficult. So, a person with a disability may use a wheelchair to get around in the world. A person who doesn't hear everything may use a hearing aid to make the sounds louder so they can hear them. Some people with disabilities may not need adaptive devices so their disabilities are not seen. Disabilities that are not seen are sometimes called "hidden" disabilities. Some learning disabilities are like that. You can't see the disability.

Did you know that Tom Cruise has a learning disability. He doesn't "look" like a person with a disability, does he? Or, is it that he doesn't look like the stereotype of a person with a disability?

The final answer is that a person with a disability looks like herself or himself. Not like anyone else. Unique. All people are unique. Even identical twins have things that make them look unique.

What happens to people when they have a disability?

Seem like a dumb question? Well, one stereotype of people with disabilities is that they shouldn't be in public with everyone else. That they are better off somewhere else.

Each person with a disability has different experiences. Because of stereotypes, some people with disabilities have not been given the same chances as other people. They don't get a chance to go to school with their neighborhood friends. In some cases, they have to live in a different building.

The truth is, people with disabilities can do the same things everyone else can, if given the chance and support. Some people with disabilities will make it in the world fine, others won't. Some people without disabilities make it in the world fine and others don't. Not much difference.

But people with disabilities have to be given the chance to choose where they want to live, work, learn and play and the support to do this.

What is your first thought when you see someone with a white cane?

People with visual impairments (limitations in being able to see) or blindness may use a white cane to move about on their own. The white cane helps a person to be independent. The white cane is a support for the person who cannot see.

What is your first thought when you see someone with a hearing aid?

A hearing aid helps some people with hearing loss or deafness to hear sounds. It depends on the type and degree of hearing loss. Some people with hearing loss or deafness do not use hearing aids.

What is your first thought when you are told that a person has mental retardation?

People with mental retardation just need more time or support to learn things. The word mental retardation has been used in negative ways so some people do not like the word. People with mental retardation are people first and can live in their own homes, drive cars, work at real jobs and have their own families.

What do you think when a person has a learning disability?

People with learning disabilities need more time or support to learn certain things, like reading school lessons or doing some types of math work. Some very smart people in history have had learning disabilities. People with learning disabilities may use supports like having a test read to them, not having time limits set on taking a test, or using a cassette recording of the lesson to learn better. People with learning disabilities are just like other people only they may learn things in a different way.

What is your first thought when you see someone using a wheelchair?

People usually use a wheelchair because they have a hard time walking or just are not able to walk. A wheelchair gives people with physical disabilities the chance to move around their world. People sometimes think of wheelchairs as big, slow, clunky things you sit in and wait for someone to push you around.

Not true! Now wheelchairs come in many sizes, shapes, colors and styles. If you have ever seen a wheelchair basketball game you know that they are anything but slow. People who use wheelchairs have done basically anything they wanted to do, from climbing mountains and skiing to becoming a judge or acting in movies.

What kind of rights do people with disabilities have?

The same rights as all Americans. People with disabilities do not give up their rights just because they have a disability. The Americans with Disabilities Act (ADA) talks about those rights and gives people with disabilities protection from discrimination. Discrimination means that people are treating you unfairly. The ADA says that people with disabilities must have a chance to do the same things that people without disabilities have.

The reason the ADA had to be passed was because too many people with disabilities were being discriminated against in their chances to get a good education, find and keep a job, and do things they wanted to do. Discrimination occurs when other people let their stereotypes and beliefs judge what a person can do, instead of letting that person show them.

Where should people with disabilities live?

Anywhere they want to!! Having a disability does not mean that a person has to live in a certain kind of place. This has happened to a lot of people. Now people with disabilities are gaining more opportunities to live in places like people without disabilities.

Having a disability may mean that a person uses assistance or support to live where they want. This may mean that a person uses supports to write checks for bills. A person may use a personal care attendant to help with many life activities. The type of support a person uses will be different for each person.

Should people with disabilities be able to work?

Yes!!! People with disabilities should also be able to work where they want. Having a disability does not mean that a person can only do one kind of work. People with disabilities work in all types of jobs.

Too many people with disabilities have to work in low-paying, dead-end jobs or are not working at all because of discrimination and a lack of support. The ADA requires that employers provide some supports.

But, people with disabilities have to know what supports would let them do the same job as other workers. This is one more reason it is important to think about the ways having a disability changes how you learn and work.

Should a person with a disability get married?

Only if they want to! Getting married is something that a lot of adults do. There are some adults who choose to stay single. This choice should be up to the person.

Should people with disabilities have children?

If they want to! Having children is something that a lot of adults do. There are some adults who choose to not to have children. This choice should be up to the person.

Stereotypes can really limit people more than a disability does. Some day maybe you won't have to think about questions like these because people will learn that having a disability is not a dead-end street. They will learn to judge people on what they can do, not what other people think they can or cannot do.

Until then, we still have to work hard to overcome these stereotypes.

Now, let's get back to those **MULES** we were talking about.

How did you qualify to get **MULES**?

Did anyone ever tell you why you have **MULES**? Has anyone talked to you about having a disability? Now that we have talked about how having a disability is just another part of life, it is probably a good time for you to take a look at that part of yourself.

What about talking with your parents, a teacher, or your school counselor? They may be as uncomfortable about this as you are! Tell them you want to know more about the best way for you to learn. Here are some questions you could ask:

What is the disability I receive support for?
How was it decided that I had a disability?

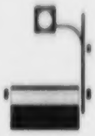
What does having that disability mean for my learning?

If you are still too uncomfortable with this, just think about the questions yourself.

Remember a couple of things.

You are not a disability. You are a person with abilities and interests.

Having a disability just means that you need to find the supports that let you learn your best.



Okay. Let's look at what you've covered this session.

☑ You learned that you receive unique learning and educational ____________.

☑ You learned that the purpose of these supports is to let you __________ better.

☑ You looked again at the types of services the _______ lets you have:
- individual ________ and planning
- ___________ services
- _____________
- ___________ services like speech, hearing and physical education

☑ You thought about how the word "____________" makes you feel.

☑ You looked at ___________ you have about people and stereotypes other people have about people with disabilities.

Before the next session, you should have:

- Finished thinking about your disability. You could talk with someone else about how you learn best. You could also just think about these things on your own.

Okay. So that's it for now.

Later.

Session 4

WHOSE FUTURE GOAL 4: You will identify unique learning needs related to your disability.

☑ You learned that you receive unique learning and educational supports.

☑ You learned that the purpose of these supports is to let you learn better.

☑ You looked again at the types of services the law lets you have:

- individual teaching and planning
- transition services
- transportation
- related services like speech, hearing and physical education

☑ You thought about how the word "disability" makes you feel.

☑ You looked at stereotypes you have about people and stereotypes other people have about people with disabilities.

THE PROGRAM
Session 5

Getting to know **YOU**

ACTION PLAN GOAL 4: You will identify unique learning needs related to your disability.

In the last session you learned about what the word "disability" means to you. You were going to think more about your disability and maybe talk with someone. Did you do that? Don't answer...I don't really want to know. I mean, it is your responsibility, not mine. It's your program.

But, if you did do some thinking about this, you may still want to know more. You may want to know more about how someone decided you had a disability. Or about what your disability is called.

Are you becoming more comfortable talking about having a disability? Maybe? Quick..... tell me what all these people have in common:

Whoopi Goldberg: Comedienne and Actress, star of "Sister Act", "The Color Purple"
Bruce Jenner: Decathalete, Gold medalist, 1976 Olympics
Tracy Gold: Actress, star of "Growing Pains" and "Goodnight Beantown"
Beethoven: Composer and original longhair

Cher: Singer and Actress, star of "Mask" and "Moonstruck"
Marlee Matlin: Actress, star of "Children of a Lesser God" and "Reasonable Doubts"
Albert Einstein: Physicist, Mathematician, Inventor of "bad hair day"
Susan B. Anthony: Womens' rights leader and namesake of the U.S. Dollar coin.
Magic Johnson: Basketball star.
Florence Nightengale: Founder of the Red Cross

Right, they are all famous.

And, you guessed it, they all have a disability of some kind. And I didn't even mention Tom Cruise.

What disability do they have? Well, I can't do all your work for you, can I? Find a book and check it out for yourself.

People with disabilities might be better thought of as people who are:

- former Presidents
- television and movie stars
- athletes
- business people
- scientists
- teachers

- inventors
- musicians
- mothers
- sisters
- husbands
- neighbors

And the list could go on and on. You get the picture....disability is part of the human experience!

You're in good company. The part about being human, that is. I mean, here we all are.

Now, all you have to do is figure out what you can do to make sure that you get the support you need to be the best you can be.

In a minute, you are going to look just a little more at yourself. How the experience of having a disability changes the way you learn. Later, in the next session, you will identify the supports you need to make the most out of your school years.

You should have a copy of your IEP or transition plan from the last session. If you threw it away or didn't make a copy, talk to your coach and go get a copy. You will need this to work on the rest of this lesson.

What? Of course I'll wait.

♪♪♪ ♪♪♪♪ ♪♪♪♪

Ready? Now, locate your transition planning sheet. Remember, that's the one that has your transition goals on it? This might be a separate sheet or it might be a section on your IEP. Okay, now use the **School Records Survey Sheet** at the end of the lesson to answer some questions using your transition plan.

You are going to look at the label used to describe your disability. Next you will look at the adult outcomes that were picked at your last transition planning meeting. An outcome is what is expected to happen.

Like, if I crank my stereo up,

put in a CD and press play, what is the outcome?

Right, the music will play real loud.

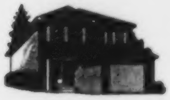
That's what I expected to happen.

Also, my dad will come and yell at me to turn it down. That's another outcome I expect.

Adult outcomes are what you expect to do when you graduate.

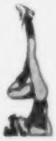
An **employment outcome** is what you expect to do about work.

A **residential or living outcome** is where you expect to live. At home, with a roommate, in a house or an apartment.



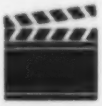
A **post-secondary outcome** is what you expect to do about more school after you graduate. Like going to college or vocational school, or just taking classes to learn something you want to know more about.

A **recreation or leisure outcome** is what you expect to do with your spare time (and money!). Like exercising, doing sports, travelling or going to movies.



Really, though, if you were not at your last meeting, these are what **Other People** expect you to do. Do you want to do what **Other People** expect you to do about work, living, school and playing. Do you want to trust them to plan all those things for you?

I didn't think so.



Take about 15 or 20 minutes to work on the School Records Survey Sheet. When you are finished filling it out, start back right here.

I'll be waiting!

♪♪♪ ♪♪♪♪ ♪♪♪♪

Are you back? Did you get all that stuff? It's OK if some of it is a little different from what was on the answer sheet. I mean, it's your program, you choose what to put down.

What did you think about what was planned for you? Look like something you want to do with the rest of your life? If not, got any better ideas?

For the rest of the time today and also before you do the next session, it would be a good time to explore a little more about your disability.

Remember, disability is part of the human experience. Part of being you is living with your disability.

Some people who haven't experienced a disability think that people with disabilities would like to be "fixed". That means that if a person is blind, they want to see or if they cannot walk, they want to be able to do that.

But a lot of people with disabilities wouldn't change anything about themselves. They are proud of who they are and what they have accomplished. They don't need to see or walk to live a full life.

You may wish to change some things about yourself. Most young people do. Some things you can change, some you can't.

You can change your hair style. If you have enough money, you can even change your nose.

But you probably can't change your disability.

Oh, you can do some things that make it easier to work around your disability. Like wheelchairs can get you from one place to another if you don't walk.

Maybe it would be a good idea to look at what you can change about yourself and what you can't. List five things you can change and five you can't. I'll give you a hand by filling in the first.

I can change:

My hairstyle

____

____

____

____

I can't change:

How tall I am.

____

____

____

____

Look at the things you can't change as what really make you unique. I mean, anyone can wear his or her hair the same way you do, or wear the same jeans. That's not unique.

Take what time is left and talk with someone you trust about your disability. What do other people who have a disability like yours do? How does it affect your learning? You might be interested in how it was discovered that you had a disability.

In the next session you will look more at how to figure out supports you can use to learn more.

Okay. Let's look at what you've covered this session.

☑ You saw that a lot of famous people have __________.

☑ You saw that people with disabilities really should be called neighbor, friend, worker, spouse and teacher instead of by their ________.

☑ You heard that having a disability is part of the _________ experience.

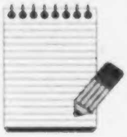
☑ You learned that an _______ was what is expected to happen later on.

☑ You found the _______ used to describe your disability

☑ You found out what employment, living, school and leisure outcomes were listed on your _______ plan from last year.

☑ You found out what _______ services were listed on your last transition plan.

☑ You thought about what you can __________ about yourself and what you can't and how that makes you unique.



Before the next session, you should have:

- Talked to someone you trust about your label, what it might mean and how it changes the way you learn.

- Finished thinking about things that make you unique.

- Thought about the plans and supports that are in your school program now, and what you might want to change.

Okay. So that's it for now.

Later.

Session 5

WHOSE FUTURE GOAL 4: You will identify unique learning needs related to your disability.

☑ You saw that a lot of famous people have disabilities.

☑ You saw that people with disabilities really should be called neighbor, friend, worker, spouse and teacher instead of by their label.

☑ You heard that having a disability is part of the human experience.

☑ You learned that an outcome was what is expected to happen later on.

☑ You found the label used to describe your disability

☑ You found out what employment, living, school and leisure outcomes were listed on your transition plan from last year.

☑ You found out what needed services were listed on your last transition plan.

☑ You thought about what you can change about yourself and what you can't and how that makes you unique.

SCHOOL RECORDS SURVEY SHEET

FIRST, check ✓ all the labels that are used to describe your disability. The actual label may be a little different than the choices below.

○ Learning Disability
○ Mental Retardation
○ Speech or Language Impairment
○ Serious Emotional Disturbance
○ Orthopedic Impairment
○ Other ______________________________
○ Hearing Impairment or Deafness
○ Visual Impairment or Blindness
○ Autism
○ Multiple Disability
○ Other Health Impairment

SECOND, find the section on the plan that is called "Desired Outcomes" or something like that. There may be a lot of outcomes listed, but there will probably be at least these. Check ✓ what is listed under each of these as the outcome:

EMPLOYMENT OUTCOMES

○ None due to postsecondary education
○ Competitive employment without support
○ Competitive employment, time-limited support
○ Competitive employment, long-term support
○ Supported employment, infrequent support
○ Supported employment, daily support
○ Sheltered community employment
○ Sheltered employment
○ Adult day activities
○ Other ____________________

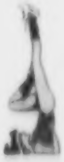
POST-SECONDARY EDUCATION OR TRAINING OUTCOMES

○ None due to expected employment
○ Community College, no support needed
○ Community College, support needed
○ Technical or Trade School, no support needed

○ Technical or Trade School, support needed
○ Military or Military School
○ University, no support needed
○ University, support needed
○ Adult Education classes, no support needed
○ Adult Education classes, support needed
○ Other ______________________________

RESIDENTIAL OR INDEPENDENT LIVING OUTCOMES

○ With parents or relative
○ Independent living, no support
○ Independent living, support needed
○ With roommate
○ Supervised apartment
○ Group home living, supervised
○ Group home living, supervision and training
○ Group home living, skilled nursing
○ Other ______________________________



RECREATIONAL AND LEISURE OUTCOMES

○ Independent
○ Family Supported
○ Specialized recreation activities
○ Community parks and recreation programs
○ Local clubs
○ Church groups
○ Day program
○ Other ______________________________

THIRD, find the section on the plan that is called "Special (their word, not mine) Services Required" or "Needed Services" or something like that. You will just have to list the services identified that you would need.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

Getting to know YOU

WHOSE FUTURE GOAL 5: You will identify supports to meet the unique learning needs related to your disability.

In the last two sessions you looked a lot at what the word "disability" means to you, what disability you have, how that changes the way you learn and what unique learning needs you have because of that disability.

Mainly you learned that having a disability is just part of being you. No big deal, really.

It is a good idea to know how to take advantage of what you do best so that you can learn more in school. Remember:

schoolwork = better job

better job = more money

more money = more fun things to buy!

so:

schoolwork = more fun things to buy!

And you thought you didn't like math. I bet you never thought of school work as being the same as more fun things to buy!

It is, in a way. **REALLY**. **HONEST**.

So, it would be a good idea to figure out what supports can meet your unique learning needs.

Let's talk about this support stuff for a minute.

The reason for learning more about your disability was so that you could learn about where you might use some support.

It is just as important to know about what you do really well...your strong points. You looked at that a while back too.

The whole idea is that you will do a better job of **taking control** if you really know yourself. This includes knowing your strengths and your limitations.

Knowing about your disability and the support you need will also help you when you leave school.

FUN FACT: The ADA (Americans with Disabilities Act) says that people who have a disability have the same rights as other people. The ADA says that employers have to provide some supports so that workers with disabilities can do the same jobs other workers can. But, the person with the disability has to know his/her strengths and limitations, and should be able to tell the employer what would be a good support.

OK, so you should be able to think up some supports you could use.

Look at these supports this way. There are a lot of things that need something else to be their best. They need support.

Like a car. Cars can be cool by themselves. But, without gas, they are not very useful.

Here is a list of things that could use something else to be their best. Below the list are possible supports for each one.

Take a minute and fill in some of the words.

All right alone.....	Better with....
hammer	
hand	
rhythm	
biscuits	
pen	
thunder	
coffee	
macaroni	
peanut butter	
brush	
ball	
salt	
camera	
wheel	
lock	
TV	
nuts	
picture	
staples	
bride	
bow	
paint	
spaghetti	

arrow
bat
blues
bolts
cheese
coffeemaker
comb
film
frame
glove
gravy
groom
jelly
key
lightning
meatballs
nail
paper
pepper
remote control
stapler
tire
brush

OK, finished?

Here's the way I matched them up...

All right alone.....	Better with....
hammer	nail
hand	glove
rhythm	blues
biscuits	gravy
pen	paper
thunder	lightning
coffee	coffeemaker
macaroni	cheese
peanut butter	jelly
brush	comb
ball	bat
salt	pepper
camera	film
wheel	tire
lock	key
TV	remote control
nuts	bolts
picture	frame
staples	stapler
bride	groom
bow	arrow
paint	brush
spaghetti	meatballs

Some of the things work OK on their own. But with support they work even better! Like:

⇨ **Spaghetti and meatballs.** After all, you could eat spaghetti with sauce and no meatballs, and you can eat meatballs with no spaghetti. They are just better together.

⇨ **Camera and film**. Here's one where each part depends on the other. A camera has to have film to take pictures and a roll of film doesn't work without a camera.

⇨ **TV and remote control**. Face it....you could use the TV without the remote. Hard to believe that just a few years ago people really had to get off the sofa, walk all the way to the TV and turn it on, off, up or down. But, what would you do with a remote control if you didn't have a TV? So in this case, you could use one without the other, but not both.

You get the idea. A lot of things in life work better with some type of support.

People too!

We depend on other people for a lot of things.

You depend on the rancher to raise the cow, the butcher to grind the meat from the cow, the supplier to get the meat to the restaurant, the manager to pay for the meat, and the cook to cook the meat just so you can eat a hamburger at a restaurant.

You depend on the automaker to make the car, the dealer to sell the car, the gas station owner to supply the gas, and the trooper to issue you a driver's license just so you can go cruising around in a car.

We depend on a lot of people and things. You could say that we use support from people and things for everyday living. Let's look at some ways that you can get support you can use to learn more and do better in school.

I thought of five ways a person's disability might make learning a little harder. They are listed below. I also thought of supports that the person could use to get around the limitation.

Limitation	Support
Reading directions.	Someone else reads the directions to me.
Balancing a checkbook.	Use a computer program that balances the checkbook.
Cooking a meal.	Eat out all the time.
Filling out a job application.	Get the job application first, get some support filling it out and take it to the interview completed.
Taking a math test in a short period of time.	Have the teacher give me more time to finish the test.

These were just examples I thought up. Some are good. Like filling out the job application first. Some are probably not that great.

Like eating out all the time.

But, they are all supports!

How about you?

Use what you have worked on the last two sessions and write down five things that might be hard for you to do on the support sheet at the end of the lesson. Then, write down some supports that you could use right next to that.

Having a hard time thinking up supports? Well, use the supports you already know...your teacher or family. Go on, you can check with them. They may have some good ideas about the kinds of supports that you could use. Use them. That's what they are there for. If you have more time, think up some more supports or maybe think about some different limitations.

When it comes time to help plan your transition program, you may need to work with other members of the planning team to identify supports you could use to learn your transition skills better and some supports you could use to work, live and play more independently.

Okay. Let's look at what you've covered this session.

☑ You saw that it would be a good idea to figure out ____________ to meet your unique learning needs.

☑ You looked at how most things in life __________ on other things to do their best.

☑ You listed some ______________ from your disability that might make learning harder or change the way you learn.

☑ You thought of some ___________ to work around those limitations.

Before the next session, you should have:

- Listed supports for your unique learning needs related to your disability.
- Thought about other supports that might be useful for you in school and later on in life.

Okay. So that's it for now.

Later.

Session 6

WHOSE FUTURE GOAL 5: You will identify supports to meet the unique learning needs related to your disability.

☑ You saw that it would be a good idea to figure out supports to meet your unique learning needs.

☑ You looked at how most things in life depend on other things to do their best.

☑ You listed some limitations from your disability that might make learning harder or change the way you learn.

☑ You thought of some supports to work around those limitations.

Support Sheet

Limitation	Support
1.	
2.	
3.	
4.	
5.	

THE PROGRAM
Session 7

MAKING DECISIONS

ACTION PLAN GOAL 6: You will learn to make decisions using DO IT!

What did you think about the decisions that were made about your future when you looked at your transition plan?

Maybe you thought those sounded like good plans. Or bad plans. Or boring plans. Maybe you wondered who was making all those decisions anyway. Maybe you wondered why you weren't making some of those decisions.

Come to think of it, I wonder why too! Maybe it's time for you to make more of the decisions about your future. See if you agree with this:

"If I am going to make more **DECISIONS** about my future, I need to know the best way to make **DECISIONS**."

Agree? I thought so. I mean, you don't want to make bad decisions for yourself, do you? But you know, just being part of the team that makes those decisions is important. A woman I read about said:

> ***"I have made some bad choices, I have made some so-so choices, and I have made some good choices. The most important thing about all of them is....."***

Well, what do you think the most important thing about all her choices was?

It wasn't that they were all good. She said some of her choices were bad. That means they didn't work out right.

> ***"The most important thing about all of them is that they are mine -- all of them."***
>
> ***Anne Wilson Schaef***

That's kind of how it is with everyone. You make some good decisions and you make some bad decisions. You strike out a lot, but every now and then you hit a home run. But you can't do anything if you're not even up to bat.

So, being up to bat is the first step. **YOU** should be involved in your **DECISION-MAKING**.

But, after you step up to the plate and look at the pitcher, wouldn't it be nice if you had learned how to hit better? You know, learned how to step into the ball, swing the bat and follow through?

Same thing with decision-making. Sure, making your own decisions is important. And everyone makes a bad decision every now and then. But that doesn't mean that you should just make bad decisions time after time.

Strike out enough and the coach will send you to the showers.

Make enough really bad decisions and your transition planning team will quit listening to you.

But, no problem. You can learn this stuff. It's not that hard. **REALLY. HONEST.**

In the next few sessions you are going to look at a way to help you make good decisions. Then you will do some practicing so you get it down.

First, you better be sure you know what I mean by a "**DECISION**" and how it is different from making choices.

A decision is a process. A process means that there are a lot of steps that have to happen before everything is finished. One of the steps in making a decision is making a choice. A choice is when you select something you want or prefer.

Think of it this way.

You go into your neighborhood mall and head straight for the Baskin and Robbins™ store. There are two people in front of you, and they have this bratty kid who has his nose stuck up against the glass. You walk down to one end of the counter and check out what ice cream is there. You walk slowly from one end of the counter to the other.

Now, if they had Fudge Brownie® you would stop directly in front of that and wait to order. But, they don't always have that, so you have to check it out. Sure enough, no Fudge Brownie®. So, you go back to the end of the counter and check out the ice cream again. You were set on getting Fudge Brownie® so you think you want something close to that.

Like Rocky Road®. They have that. You look up, and the bratty kid and his parents are paying. You look up to the sign on the wall above the counter and check out how much a double-dip in a waffle cone costs. You check your money, look at the sign again and figure out you can't pay for the double-dip in a waffle cone, but could get a single-dip in a waffle cone or a double-dip in a cup.

The person behind the counter, who you think goes to your high school but you're not sure, turns and asks you what you want. You look at the sign one more time, look down at the ice cream, and order a single-dip of Pralines and Cream® in a waffle cone.

You're allowed to change your mind, right!

You made some choices when you got the ice cream. Where? Well, let's look at where you made those choices. Remember a choice is selecting something you prefer or want.

You go into your neighborhood mall and head straight for the Baskin and Robbins™ store. There are two people in front of you, and they have this bratty kid who has his nose stuck up against the glass. You walk down to one end of the counter and check out what ice cream is there. You walk slowly from one end of the counter to the other.

Now, if they had Fudge Brownie® you would stop directly in front of that and wait to order. But, they don't always have that, so you have to check it out. Sure enough, no Fudge Brownie®. So, you go back to the end of the counter and check out the ice cream again. You were set on getting Fudge Brownie® so you think you want something close to that.

Like Rocky Road®. They have that. You look up, and the bratty kid and his parents are paying. You look up to the sign on the wall above the counter and check out how much a double-dip in a waffle cone costs. You check your money, look at the sign again and figure out you can't pay for the double-dip in a waffle cone, but could get a single-dip in a waffle cone or a double-dip in a cup.

The person behind the counter, who you think goes to your high school but you're not sure, turns and asks you what you want. You look at the sign one more time, look down at the ice cream, **and order a single-dip of Pralines and Cream® in a waffle cone.**

You're allowed to change your mind, right!

Right. You chose the Pralines and Cream® ice cream. You chose the waffle cone. But look at that story again. A lot of things happened that didn't involve making a choice.

You had to have some information before you made your choice. Where? Let's look:

You go into your neighborhood mall and head straight for the Baskin and Robbins™ store. There are two people in front of you, and they have this bratty kid who has his nose stuck up against the glass. **You walk down to one end of the counter and check out what ice cream is there. You walk slowly from one end of the counter to the other.**

Now, if they had Fudge Brownie® you would stop directly in front of that and wait to order. But, they don't always have that, so you have to check it out. Sure enough, no Fudge Brownie®. **So, you go back to the end of the counter and check out the ice cream again.** You were set on getting Fudge Brownie® so you think you want something close to that.

Like Rocky Road®. They have that. **You look up, and the bratty kid and his parents are paying. You look up to the sign on the wall above the counter and check out how much a double-dip in a waffle cone costs. You check your money, look at the sign again and figure out you can't pay for the double-dip in a waffle cone, but could get a single-dip in a waffle cone or a double-dip in a cup.**

The person behind the counter, who you think goes to your high school but you're not sure, turns and asks you what you want. **You look at the sign one more time,** look down at the ice cream, and order a single-dip of Pralines and Cream® in a waffle cone.

You're allowed to change your mind, right!

As Jerry Lee Lewis would say, there's a whole lot of checkin' out goin' on here. You checked out what ice cream was in the store. You learned what the price of the double-dip waffle cone was. You figured out how much money you had. You saw that the brat family was leaving and knew that you would order next.

If you hadn't had that information you might have ordered a double-dip of Fudge Brownie® on a waffle cone. What would have happened?

..

Right, that person you think you know from high school would look at you like you just came in from VENUS and tell you that they don't have Fudge Brownie®. You would have quickly chosen something else you probably wouldn't like 'cause you didn't have time to check out what they did have. When you got the cone, you would discover you didn't have enough money and have to ask the person to put one dip back. He would look at you again, and later, when he was off work, tell his friends about what a dip you were. They would tell their friends and when you ran for student body vice-president you wouldn't get a single vote.

Not a good decision, right?

So, part of making decisions is choosing the things you like and want. Part of making decisions is getting all the information you need to make those choices. And it's a good idea to figure out what might happen if you choose something, just in case. Like, figuring out that if you chose a double-dip of Fudge Brownie® on a waffle cone you would lose the student council election.

What's the last part of making a decision?

You go into your neighborhood mall and head straight for the Baskin and Robbins™ store. There are two people in front of you, and they have this bratty kid who has his nose stuck up against the glass. You walk down to one end of the counter and check out what ice cream is there. You walk slowly from one end of the counter to the other.

Now, if they had Fudge Brownie® you would stop directly in front of that and wait to order. But, they don't always have that, so you have to check it out. Sure enough, no Fudge Brownie®. So, you go back to the end of the counter and check out the ice cream again. You were set on getting Fudge Brownie® so you think you want something close to that.

Like Rocky Road®. They have that. You look up, and the bratty kid and his parents are paying. You look up to the sign on the wall above the counter and check out how much a double-dip in a waffle cone costs. You check your money, look at the sign again and figure out you can't pay for the double-dip in a waffle cone, but could get a single-dip in a waffle cone or a double-dip in a cup.

The person behind the counter, who you think goes to your high school but you're not sure, turns and asks you what you want. You look at the sign one more time, look down at the ice cream, and **order** a single-dip of Pralines and Cream® in a waffle cone.

You're allowed to change your mind, right!

That's right... just doing it! I mean, what would happen if the guy working at Baskin and Robbins™ came up and asked what you wanted, and you knew, but wouldn't tell him?

Well, he'd look at you like you just came in from VENUS and....you know the rest of the story.

So, making a decision means getting information, making choices, figuring out consequences and acting on your decision.

You do this all the time, you know? Sometimes with good results, sometimes with bad. Making decisions is really easy most of the time. Some times it's hard because you have so much at stake. You probably make decisions all the time without thinking about how you're doing it!

Like, at the ice cream store. At least I hope you do. Didn't you choose what to wear today. Didn't you decide what you were going to eat for lunch?

Yeah, I know, they don't give you much choice in the cafeteria.

But sometimes it's more important to do a good job of **MAKING DECISIONS** than other times. I mean, if you make a bad decision at Baskin and Robbins™ about the worst that can happen to you is you get an ice cream flavor you don't like as much. (I know, that stuff about losing the student council election was pretty far off!).

But, if you make a bad decision about where you work or live, who you spend time with, what car you buy and all those things, it can be bad news.

Good thing you got all those other team members to give you the support you need to make good decisions. But you need to do your part by learning how to make better decisions.

Why don't you just **DO IT!** I know, in the first lesson I said you couldn't just **DO IT** and control your planning meetings. I said that there were lots of things you had to learn. That's true.

This is a different kind of **DO IT!**

It's a way to make decisions that helps you remember to get all the information you need, think about what choices are out there for you, figure out the consequences of each choice and take action.

It helps you remember 'cause each letter in **DO IT!** Stands for one of those steps in the decision-making process.

Like this:

Define your problem
Outline your options

Identify the outcome of each option
Take action
! Get excited

Next time you work on **THE PROGRAM**, you will work a little more with **DO IT!** But for now it might be a good idea to think about the types of decisions in your life. For some decisions you want lots of support, others less support and still other decisions you want to make all by yourself.

For example, say you wake up one night and something in your stomach is hurting. **REALLY** hurting. You get yourself to the hospital, walking all doubled over like 'cause this thing hurts. **REALLY** hurts! A doctor checks you out and says that your gall bladder is inflamed.

Do you want to have it taken out or not?

How should you know, you think. You don't even know what one is or does. So, what do you do?

Right, you look at your doctor and ask her what she would do. You probably talk with your folks, think about it and then do what the doctor suggests. Quickly. Because this thing **REALLY** hurts.

In that case you let someone else make the major part of the decision for you. You didn't just let the doctor do it all by herself. But she had a lot of information and skills you don't and was in a better position to make a good decision.

Sometimes it's that way. Someone else has a lot of information that can help you make better decisions.

But, say you wake up one morning and you look in the mirror and you don't like the way your hair looks. You know...too-long-short-sticky-uppy-gross-what-happened-while-i-was-sleeping-i-look-so-weird-i-will-die-if-i-have-to-go-outside-looking-like-this like.

You just gotta do something about it.

Do you want your parents making that decision?

OK. Maybe that's not a bad idea. I mean, your dad likes flattops. It's the first thing you've agreed on since you were three. But hey, you're no Sinaed O'Connor. Sure, you have to live with them, so you're probably not going to go get a mohawk and dye it lime green and purple.

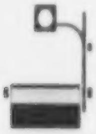
So, there are decisions that you can use a lot of support making and decisions you don't need a lot of support.

Spend the rest of the time thinking about some decisions you need support to make and some you don't. It doesn't matter what decisions you come up with.

Think about some decisions you have made lately. Or that someone else has made for you.

I could use some support to make these decisions:
1.
2.
3.
4.
5.

I can make these decisions on my own:
1.
2.
3.
4.
5.



Okay. Let's look at what you've covered this session.

☑ You decided that ____________ ____________ were making too many decisions for you.

☑ You learned that the first thing to do is to make sure that you are _________ part in your decisions.

☑ You saw that _________-_________ is a process, with lots of steps that have to happen before everything is finished.

☑ You figured out that this process means getting all the ____________ you need, making _________, figuring out the ____________ of your action and doing it.

☑ You looked at a decision-making __________ called **DO IT!** That means:

Define your ________
Outline your ________

Identify the ________ of each option
Take ______
! Get ________

☑ You thought about some decisions you can make on your own and some that you could use some __________ to make.

Before the next session, you should have:

- Finished thinking about decisions you can make on your own and some that you could use some support to make.
- Started to think about decisions in your transition planning.

Okay. So that's it for now.

Later.

Session 7

WHOSE FUTURE GOAL 6: You will learn to make decisions using DO IT!

☑ You decided that Other People were making too many decisions for you.

☑ You learned that the first thing to do is to make sure that you are taking part in your decisions.

☑ You saw that decision-making is a process, with lots of steps that have to happen before everything is finished.

☑ You figured out that this process means getting all the information you need, making choices, figuring out the consequences of your action and doing it.

☑ You looked at a decision-making process called **DO IT!** That means:

Define your problem
Outline your options

Identify the outcome of each option
Take action
! Get excited

☑ You thought about some decisions you can make on your own and some that you could use some support to make.

THE PROGRAM
Session 8

MAKING DECISIONS

WHOSE FUTURE GOAL 6: You will learn to make decisions using DO IT!

When you left last time, you were thinking about **MAKING DECISIONS**. Remember? Ah, come on...it hasn't been that long! Oh yeah, now it's coming back to you, right?

That stuff about decisions being a process and meaning getting information, making choices, figuring out consequences and acting? And how for some decisions you could really use some support and for others you can pretty well manage alone?

You looked at one way to help you make decisions called **DO IT!** Each letter in **DO IT!** stands for one step in the **DECISION-MAKING** process.

Define your problem
Outline your options

I dentify the outcome of each option
Take action
! Get excited

How does this help you, you ask? Good question.

You can remember **DO IT!**, can't you? It's short, catchy, easy to spell and easy to remember.

Repeat after me:

DO IT! DO IT!

Got it? I thought so.

Now, all you have to do is remember **DO IT!** and think about what each letter stands for. That can help you think about how to make a decision.

Don't worry, you will go through what each letter means so you can be sure to remember it.

Why bother? Well, a lot of Other People are going to be **MAKING DECISIONS** about your future at the transition planning meeting. You remember that, don't you, transition planning....

BEST COPY AVAILABLE

THE TRANSITION PLANNING PROCESS
......is a bridge to your future.

Transition skills are things you need to know to get from one point in your life to another. It is like walking across a bridge from school to the adult world. Transition planning is building that bridge. Transition planning means making decisions about what you need to learn to be successful as an adult.

That's what **THE PROGRAM** is all about.

If you **REALLY** want to get in and take more **CONTROL** planning your future, if you **REALLY** want to **LEAD** your transition planning meeting, if you **REALLY** want to move away from home, get a good job and have money.....well, you gotta learn to **make decisions**.

Or, you can live at home with your parents forever with **no money.** Unless they get tired of you and toss you out. Or work in a real boring job for **no money**. And never go to concerts or movies.

It's your choice.

I thought so.

OK. Back to **DO IT!** Here you are. You're sittin' here ready to go, ready to take **control**, ready to **make decisions**. All revved up.... and no place to go!

Well, since you are working to be able to chair your transition planning meeting, why don't you learn to use **DO IT!** with something like that.

Good idea. Glad you thought of it.

Remember that transition plan you picked up from your coach? Great, get that out again.

♪♪♪ ♪♪♪♪ ♪♪♪♪

What? Don't have it? Lost it? Dog ate it? Dog did what to it?

What was your dog doing in your notebook?

Never mind, I don't want to know. If you don't have one, go back to your coach and get another one.

Take a good look at this thing. Lots o' decisions to be made here, that's for sure. And important ones too....like where you're gonna live, work and play. Only the most important decisions in your life.

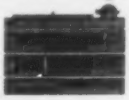
You **REALLY** ought to be involved in these.

All right, let's choose an area where decisions are going to be made about your future.

You looked at these areas back a couple of sessions ago.

Remember, those "desired outcomes", what you expect to happen?

Like, if you crank your stereo up,



put in a CD and press play, the music will play real loud.

And your dad will come and yell at you to turn it down.

Remember the outcomes you expect when you graduate?

An **employment outcome** is what you expect to do about work.

A **residential or living outcome** is where you expect to live. At home, with a roommate, in a house or an apartment.

A **post-secondary outcome** is what you expect to do about more school after you graduate. Like going to college or vocational school, or just taking classes to learn something you want to know more about.

A **recreation or leisure outcome** is what you expect to do with your spare time (and money!). Like exercising, doing sports, travelling or going to movies.

OK, what you are going to get to do is to learn better decision-making using one of these outcomes, residential and living. What is step 1 in decision-making?

Define your problem
Outline your options

I dentify the outcome of
each option
Take action
! Get excited

Right, **D**efine your problem.

This means figure out what you have to make your decision about. Not a problem like what happens when you accidentally drop your dad's cellular phone, shattering it to sixty pieces. A problem like figuring out what you want to do.

Or, in this case, where you want to live.

Sounds simple, right? I mean, you don't need a whole step in this process to say you want to figure out where you will live. Right?

Nothing is ever simple. Especially decisions about your life. There is a lot to think about. Too much to think about.

I get a headache just thinking about thinking about it.

That's why you have to define your problem. There are a lot of things that you need to make decisions about. To come to a good decision, you need to be able to say very clearly what you are making your decision about.

So, step 1 is to learn to state your problem very clearly. You should probably write it down or say it out loud.

In this case, it is pretty easy:

"I am going to make a decision about where I might want to live when I graduate from school."

See, this is clear.

OK. **D**efine your problem. You did that.

Now, step 2 is to **O**utline your options. You've figured out what you want to make a decision about. Now it's time to look at your options in making those decisions and get information about each option.

Outline. That means to make a list.

Options. That means all the things you can choose from. That is also called your alternatives.

So the next step is to come up with a list of the different things you could choose from in making your decision. To do that you will need to gather some information.

Which options you come up with depends on...... well, it depends on you!

Why? That is simple. Because you are unique. Everyone is different.

Even if two people are going to make a decision about the same thing, like where to live, they might have very different options.

Right.... based on individual needs, preferences and abilities.

Look at these two people. Both are going to make decisions about where they want to live after they graduate.

Rosita grew up in a small town near the Gulf. When she was growing up, her family lived in one house that had been her grandparents home before. She had horses and was responsible for grooming them daily. There were always a lot of people living with them...grandparents, aunts, uncles, brothers, sisters, cousins. The house was big enough that there was always enough room. Rosy really liked to go to the beach not far from her home, fish, gather shells and just hang out. She really couldn't imagine living anyplace where she couldn't hear the waves. She rides a bus to a school in a nearby town and when she graduates she thinks she wants to work at a feed and tackle store in her home town.

Andrew's family was in the military and he has lived in ten different states. Since his parent's divorce he has lived with his mom in an apartment near downtown. It's a nice place, two bedrooms, just enough for the two of them. There is an elevator and the doors are wide enough to accommodate for his wheelchair. He goes to school right down the street and after school works at the grocery store one block over. He spends a lot of time at the basketball court with school buddies. He thinks he wants to work selling stuff in stores because he likes people, but is sure he wants to have his own place soon.

Now, think about it.

- Will Rosy want to live in an apartment in a large city when she graduates?
- What kinds of places to live might be in Rosy's town?
- How will Rosy handle a roomate?
- What kind of place to live might be good for Andrew?
- What will he need to think of when he moves to accommodate for the use of his wheelchair?
- Will he want to stay in the same city?
- Will Heather marry Jason if she finds out that Jennifer has been dating Steven even when his mother was deathly ill with Lyme's disease?

(Sorry about the last one. Too many soap operas.)

Of course, you can't answer all these questions. Only Rosy and Andrew can. But you can tell that the options about where to live will be very different for each of them.

Rosy probably won't even bother to think about living in a high-rise apartment building because they don't have those in her town. Plus, she's lived in a ranch house with lots of room, land and people all her life.

Andrew probably isn't going to go looking for a large house with lots of land because he wants to move out quickly and probably can't afford more than an apartment.

You see how many things there are to look at. That's why you need to think about your options.

It doesn't really matter how good an idea you have about what you want either.

Say, if you figured out that you don't want to live with your parents but would live just about anywhere else, you have quite a few options to think about. The living places you could choose from include an apartment, a house or a trailer.

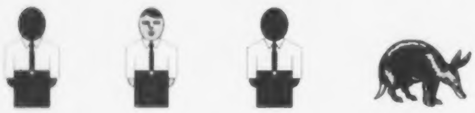
If you figured you want to live in an apartment, you still have a lot of options to think about. Do you want a one or two-bedroom apartment? Upstairs or downstairs? In what part of town? Fireplace or not?

See, nothing in life is ever simple!

That's why you need to Outline your options.

The way to do this is to start by thinking of a lot of options and throw out the ones you are absolutely sure you don't want.

Like, if I asked you to look at these four things and tell me which two are alike, what is the first thing you would do?



Right, you would throw out the Aardvark.

Well, the first thing you should try to do in outlining your options is to throw out all your aardvarks. That means to throw out all the things you are positive you don't want to do. Like Rosy would throw out living in a high rise apartment.

The Outline your options exercise lets you think through what things you want to keep on your list. Check ✓ next to all the answers that seems best for you. When you finish, you will have a better idea about what decision you want to make. This gives you a place to start.

You don't have to come up with a final decision. Just work through some thoughts. The good thing about making decisions is that you can always go back to the beginning and start over. That's why there is a whole process to this stuff.

Outline your options

Where you live

○ in the same city or town where I live now.

○ in a different city or town.

Write the name of the city or town:

____

Who you live with:

○ alone

○ with my family

○ with roommate(s)

What kind of place you live in:

○ an apartment

○ a house.

○ a trailer

○ a dormitory

How you pay for where you live:

○ rent

○ lease

○ buy

What you need to be near:

○ relatives

○ shopping

○ leisure activities

○ school

○ exercise

○ work

○ transportation

○ worship

○ restaurants

○ other

____

____

Now, use this to throw out your

aardvarks.

Those are the areas you did not ✓check.

The next step is to get information on things that are left. That's why you threw out the ones you weren't interested in. Why waste a lot of time getting information you are absloutely not going to use, right?

Take a look at what you checked. On mine, I thought an apartment in the same city I live in now might be a good idea. I will need a roommate and for that apartment to be near a bus stop and a grocery store. So, I need some information about apartments.

Later on you will learn more about the resources in your community to help you get information. For now, where could I get information about apartments and roommates?

Well, I knew a business that helps people find apartments. I made an appointment to see someone there and told them that I wanted an apartment near stores and a bus stop. The apartment-finder wanted to know how much I wanted to spend a month and I told him what I had in mind and that I was going to get a roommate.

He told me about six different apartment complexes that might be what I wanted. I got some brochures about each one and a map of where they were located.

I went home and started a list of the apartment complexes. I listed their name and where they were located.

A good start, but I've still got some work to do.

Take the rest of your time and come up with a list of options for where you might want to live. Your list may be a lot different from mine. Unique, remember? And you might not have the time to go out and get all the information you need. But, you can talk to people who can support you as you make this list. Talk with a teacher, parent or neighbor about options you might have. They can probably help you come up with a list.

Okay. Let's look at what you've covered this session.

☑ You looked more closely at the ____________ process.

☑ You learned that step 1 in the process was to __________ the problem that you had.

☑ You saw that defining your problem meant figuring out what you want to make a _____________ about.

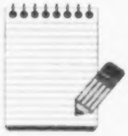
☑ You learned that step 2 in the process was to ______________ your options.

☑ You found out that outline means make a _____ and options are the things you ___________ from.

☑ You figured out which ____________ you could throw out immediately.

☑ You learned that to outline your options you had to get ____________ about the different options you might be looking at.

☑ You saw that everyone is an individual and everyone's options will be ______________.



Before the next session, you should have:

- Finished talking with people who could help you come up with a list of options about where you might live when you graduate.
- Made a list of all these options on a sheet of paper.

Okay. So that's it for now.

Later.

Session 8

WHOSE FUTURE GOAL 6: You will learn to make decisions using DO IT!

☑ You looked more closely at the **DO IT!** process.

☑ You learned that step 1 in the process was to define the problem that you had.

☑ You saw that defining your problem meant figuring out what you want to make a decision about.

☑ You learned that step 2 in the process was to outline your options.

☑ You found out that outline means make a list and options are the things you choose from.

☑ You figured out which options you could throw out immediately.

☑ You learned that to outline your options you had to get information about the different options you might be looking at.

☑ You saw that everyone is an individual and everyone's options will be different.

THE PROGRAM
Session 9

MAKING DECISIONS

ACTION PLAN GOAL 6: You will learn to make decisions using DO IT!

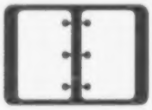
Last session you went through steps 1 and 2 in the **DO IT!** process to begin to figure out where you might want to live.

Define your problem
Outline your options

Identify the outcome of each option
Take action
! Get excited

Step 1 was **D**efine your problem.

Step 2 was **O**utline your options.

Pull out your  summary sheet from last time if you don't remember what you did.

Step 3 is **I**dentify the outcome of each option.

We've talked about school outcomes a lot. That is what you expect to happen. Well, making choices has outcomes too. When you make a choice, you expect something to happen. Like, if you choose Fudge Brownie™ ice cream, the outcome you expect is to get Fudge Brownie™ ice cream. Actually the outcome you really expect is to enjoy eating your Fudge Brownie™ ice cream!

Each option on your list would have outcomes if you chose that option. In fact, they will have lots of outcomes. You should think about what the outcomes would be.

Then, if the outcome doesn't seem worth it, or doesn't make sense, you can throw that option into the aardvark pile.

Let's look at my list of apartments I made when I was apartment hunting.

Remember, I visited the apartment locators and they told me about five apartment complexes that might be good for me to look at?

Then, each of those apartment complexes became options for me to consider.

List for my living options

1. TimberCreek Apartments
1234 Woody Road

2. BabblingBrook Apartments
1098 River Run

3. ForestGlen Apartments
1818 Wildebeast Way

4. TimberForest Apartments
8282 Nottingham Circle

5. HavensRest Apartments
15 West South Street

Once I made my list, I needed to identify the outcomes of choosing each option. There were a couple of things I needed to look at:

First, could I afford to move there?
Second, could I have a roommate live with me?
Third, could I get to the places I needed to go without too much hassle?

How could I start looking at the outcomes?

Guess what? Get more information.

I obviously needed to talk to someone at each of these places. In looking at my list, I decided that I should ask some questions. How much do apartments cost? Are there any two bedroom apartments? Where are you located?

The answers to those questions could give me the information I needed to make my decision. To make it easier to remember, I added these questions to my list.

Then I got out the telephone book and looked up the telephone numbers for each apartment complex.

I phoned and asked for the manager or someone who could give me information about some apartments.

At each apartment, I asked the same questions and made sure I wrote down the information I needed.

Take a look at some of the answers I got!

List for my living options

1. TimberCreek Apartments
1234 Woody Road
a. Cost: $450 a month
b. Two bedroom: yes
C. Location: near downtown

2. BabblingBrook Apartments
1098 River Run
a. Cost: $700 a month
b. Two bedroom: yes
C. Location: near downtown

3. ForestGlen Apartments
1818 Wildebeast Way
a. Cost: $425 a month
b. Two bedroom: yes, but none available
C. Location: near downtown

4. TimberForest Apartments
8282 Nottingham Circle
a. Cost: $440 a month
b. Two bedroom: no
C. Location: near downtown

5. HavensRest Apartments
15 West South Street
a. Cost: $450 a month
b. Two bedroom: yes
C. Location: 25 miles from downtown

It's a good thing I got this information before I bothered to make the trip out to all of these places. Look at my questions. First, I needed to know if I could afford to live there. The **BabblingBrook Apartments** cost $250 more than any other apartment. The outcome if I chose those apartments would be that I couldn't pay for the apartment and I would have to move back home!

Into the aardvark pile!

My second question was whether I could live with a roommate. That would mean I needed a two bedroom apartment. When I called, I found out that **TimberForest Apartments** doesn't even have two bedroom apartments. The outcome if I chose them was that I couldn't have a roommate. That meant I might not be able to afford the apartment. Plus, I didn't want to live alone.

Into the aardvark pile!

Third, I needed to know where they were so I would know if I could get to the places I need to go. I work downtown and my family lives near there. Also, the bus line runs downtown.

I looked at my list and the **HavensRest Apartments** are 25 miles from downtown. The outcome if I had chosen this option was that I would have a harder time getting to work and seeing my family. I might have a problem being late for work.

Into the aardvark pile!

OK. That left two complexes. They were the right price, had 2 bedroom apartments and were near downtown.

Was I finished?

Well, no. I narrowed my choice down to two options. Now I needed to get more information about those two. To get more information, I went to visit each apartment complex.

I also redid my list with the options I had left, so I could write down what I learned.

Take a look at the list.

List for my living options

1. TimberCreek Apartments
1234 Woody Road
a. Cost: $450 a month
b. Two bedroom: yes
C. Location: near downtown
Like the way it looks!
1st, 2nd and 3rd floor
apartments. Only 3rd floor
have fireplace. 2 bedroom
apartments on each
floor. Several available now.
1 month rent deposit.
2 Year lease. Swimming
pool. Game room. 4
Laundry rooms.

3. ForestGlen Apartments
1818 Wildebeast Way
a. Cost: $425 a month
b. Two bedroom: yes, but
none available
C. Location: near downtown
No swimming pool. 1st and
2nd floor apartments
all filled, don't know when
one will open up. 2
laundry rooms. Game room.
1 month rent deposit.
1 year lease.

I liked both places.

TimberCreek was a little more expensive, but I can get a 2 year lease, so they couldn't raise my rent for two years. They have lots of apartments available. I really liked the fireplace ones on the third floor.

If I chose this option, I would have to pay a little more, but I could probably afford it.

ForestGlen was nice too, and they were cheaper. But they didn't have a swimming pool and only had 2 laundry rooms. Also, they had 2 bedroom units, but none were ready to move into.

If I chose this option, I would save a little money, but wouldn't be able to swim in the summer and might have to carry my laundry across the complex. Plus, I couldn't be sure there will be a 2 bedroom available when I was ready to move.

What did I decide to do?

Well, that's the 4th step in **DO IT!**. **T**ake action.

I had all the information I needed to choose one of my options. I had done my homework and it was time to **T**ake action!

Well, that was easy enough. I decided I am going to get on the phone and call the manager at the TimberCreek Apartments and tell her I want a 2 bedroom apartment on the third floor.

So now I can do the last thing in **DO IT!**

! Get excited

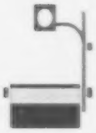
Making a decision usually takes a while and means a lot of work. But now I have an apartment I think I can be happy with. I think my outcome will be good. I am pumped!

Now, I just need to decide how to get furniture. And decide on a roommate. And decide when I'm going to move.......

That's another thing about decisions...they never seem to end. One good decision leads to another, I always say!

All right. So far, I've been doing all the work. Now it's your turn. Go back to the "Outline your options" sheet you filled out last time. Take the rest of the time to look at some of the outcomes that go along with each option. You can use the sheet called "Identify the outcomes" at the end of the lesson plan to help you think about these. This may be a good time to ask your coach to give you a hand. We're not going to really do the last step, "Take action!" 'cause this is just practice.

Go ahead. What have you got to lose?



Okay. Let's look at what you've covered this session.

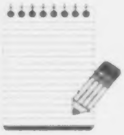
☑ You learned that step 3 in the decision making process was to identify the __________ of each option you selected.

☑ You saw that some options don't work out very well when you look at them and you can _______ them out.

☑ You learned that getting _______________ was an important part of identifying possible outcomes.

☑ You learned that the last step in decision making was to _______ one of your options.

☑ You learned that one good decision usually _________ to another.



Before the next session, you should have:

- Finished your Identify the Outcomes worksheet.
- Thought about how many options are available for you.

Okay. So that's it for now.

Later.

Session 9

WHOSE FUTURE GOAL 6: You will learn to make decisions using DO IT!

☑ You learned that step 3 in the decision making process was to identify the outcome of each option you selected.

☑ You saw that some options don't work out very well when you look at them and you can throw them out.

☑ You learned that getting information was an important part of identifying possible outcomes.

☑ You learned that the last step in decision making was to choose one of your options.

☑ You learned that one good decision usually leads to another.

Identify the outcomes

What are some outcomes of where you want to live? (For example, if you chose "in a different city", you will need to move all your stuff to that city. How will you do that? What will you need to do that?)

What are some outcomes of who you want to live with?

What are some outcomes of what kind of place you want to live in?

What are some outcomes of how you pay for where you live?

What are some outcomes of what you chose to be near?

THE PROGRAM
Session 10

MAKING DECISIONS

WHOSE FUTURE GOAL 6: You will learn to make decisions using DO IT!

I'm Back!

Well, you're obviously back too.

Have you figured out where you want to live when you graduate?

That's OK. You were not supposed to make a final decision yet. You have plenty of time for that. But, I bet you have a better idea about what kind of decision you might have to make when that time comes. And how to make that decision.

Remember, one good decision leads to another. There are more decisions in your transition planning meeting than you can shake a stick at.

Or stick a shake at, for that matter.

Sorry, I got carried away.

Anyway, what I was saying was that there are a lot o' decisions to be made.

You already know about decisions in four areas:

Decisions about where you want to work.

Decisions about where to live.

Decisions about more school after you graduate.

Decisions about what to do in your spare time.

Of course, those are ***BIG*** decisions. There are other decisions that are just as important for right now.

Like what you need to learn to reach those outcomes. That's right. What you need to learn in school, right now, this very year, to do what you want to later. That's what transition planning is all about. Remember?

THE TRANSITION PLANNING PROCESS
......is a bridge to your future.

Transition skills are things you need to know to get from one point in your life to another. It is like walking across a bridge from school to the adult world. Transition planning is building that bridge. Transition planning means making decisions about what you need to learn to be successful as an adult.

Do I repeat myself? Well, yes. You know why? Because boring adults who decided to find out how people learn things as one of their adult outcomes learned that you have to read something seven times before you really remember it.

Seven. **7**. Seven. **Seven**.

Well, you get the point. That's true for everyone. We don't really remember things until we've read it seven times. Guess how many times you might read about transition planning before you're done with **THE PROGRAM**?

Right, Sherlock. Seven. **7**. Seven.— **Seven**.

At least I'm **HONEST** with you!

And I bet you remember it when you're done!

So, OK. Let's go back to where you want to live. You used the **DO IT!** process to look at your options about where to live and to identify some outcomes from those options.

OK. If you don't remember, go back and look at your "**O**utline your options" and "**I** dentify the outcomes" exercises. I'll wait.

♪♪♪ ♪♪♪ ♪♪♪♪

Now, start the **DO IT!** process over again, but this time instead of using it to look at where you live, look at a different problem. Come to think of it, that's the first step in the process.

Remember?

Define your problem
Outline your options

I dentify the outcome of each option
Take action
! Get excited

Right. **D**efine your problem.

What's the problem? How about...

"I am going to make decisions about what I need to learn to live where I want when I graduate from school."

Good. What's next?

Outline your options.

Get some paper and a pencil. Or a tape recorder. Or get to a computer.

Just find some way to begin to list some options. Remember, the problem you are working on is what you need to learn to live where you want. Begin to think about all the things you need to learn to live where you want. As a guide, look at your worksheets and how you answered questions about the place you want to live, who you want to live with, what you want to live near. Ask yourself:

"Self, what do I need to know to live where I want when I leave school?"

Don't worry. Nobody will think you're strange for talking to yourself. Now, go ahead and list as many things as you can think of that you will need to know at that time. Go ahead. If you need some support, find your coach and find out what she had to know.

When you finish that list come on back. I'll wait.

♪♪♪ ♪♪♪ ♪♪♪♪

Back? Got your list? Good. I hope it's pretty long. I mean, there is a bunch of things you have to know to live as an adult. Like how to:

shop & cook & do laundry & fix appliances & change light bulbs & wash clothes & pay bills & get your telephone hooked up & work the security system & on & on & on & ....

Is your list long enough? If not, go back and dig up some more stuff. I'll wait.

♪♪♪ ♪♪♪ ♪♪♪♪

Now, that list, right there in in your very own hands, is the list of your options. You have Outlined your options. Those are the things you need to know before you head out on your own.

Now, go back to that list. Look at what you've listed and get rid of the ones you don't need to learn.... throw them into

the aardvark pile!

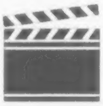
How do you know which ones to throw out?

Go back to step 1.....Define your problem. What was that problem, anyway?

Oh yeah. You were going to make decisions about what you need to learn to live where you want when you graduate from school.

Look at your options list again. If your decision is about what you need to learn, you can throw out things you already know how to do, right?

Right.



Go back to your list and get rid of the things you already know how to do. Be honest. That means things you already know how to do well! Go ahead. Put a black magic-marker line through them, highlight them and press the delete button, rewind and erase them, but get rid of them. You don't need them anymore!

♪♪♪ ♪♪♪ ♪♪♪♪

Done. Good. Now look at what's left.

Chances are, those are the things you need to learn between right now, this very minute, and that glorious day you leave school.

Otherwise you might end up living at home with your parents forever with **no money** until they get tired of you and toss you out. Or working in a real boring job for **no money**. And never going to concerts or movies.

OK. Done with **O**utlining your options. What's next?

Right. **I**dentify the outcome of each option. In this case, you gotta figure out what happens if you learn one thing and not another thing. What things do you need to learn first? I mean, it doesn't do any good to decide to learn how to pay bills if you first don't learn how to get your phone, water and utilities hooked up. You won't have any of those bills to pay!

Take a look at your list. What you gotta do is **prioritize** it. Have you ever heard of that word, **prioritize**? Like in setting priorities?

No it's not the same as vaporize, fantasize or super size. **Prioritize** means to put things in order based on how important they are. Real quick, look at these three things and put them in order based on what should happen first:

? Buy a movie ticket.
? Watch the movie.
? Park your car.

You don't have to write this down, just think about it.

Right.
1. Park your car.
2. Buy a movie ticket.
3. Watch the movie.

So now, go back to your list and arrange the list from most important for you to learn to least important. You may need to rewrite the list. You might be able to cut and paste if you're on a computer. Whatever. If you need a little help, go ask your coach. I'll wait.

♪♪♪ ♪♪♪ ♪♪♪♪

Finished? Good.

Take a look at the top four or five options. Those are probably the most important things to learn first.

Find your coach and together figure out which of the options you have left make the most sense in terms of outcomes. How long will it take to learn each of them? Is it possible to learn them now or should you wait until later? What do you need to learn those items. Take the rest of the time to finish this activity.

That will finish step 3.

The last step would be to **T**ake action. This might be a good time to begin to work with your coach to make some decisions about what you need to learn before you leave school. You know, what needs to be on your transition plan?

Don't worry, I won't do that bit about bridges this time. Maybe later.

Okay. Let's look at what you've covered this session.

☑ You saw that some decisions are ___________ decisions, like deciding where to work or live, whether to go back to school or what to do with your spare time and money.

☑ You remembered that ___________ skills are things you need to know to get from one point in your life to another and that transition planning means making decisions about what you need to learn to be satisfied as an adult.

☑ You used the ___________ process to identify things you need to learn to live where you want after school.

☑ You learned that you have to _____________ options sometimes by ranking them from most important to least important.

☑ You began working with your teacher to make decisions about your ______________ plan.

Before the next session, you should have:

✎ Finished prioritizing your options for what you need to learn to live where you want after you graduate.

✎ Talked with your teacher, parents and anyone else who might be involved in your transition planning about what types of decisions will be made in your transition meeting.

Okay. So that's it for now.

Later.

Session 10

WHOSE FUTURE GOAL 6: You will learn to make decisions using DO IT!

☑ You saw that some decisions are major decisions, like deciding where to work or live, whether to go back to school or what to do with your spare time and money.

☑ You remembered that transition skills are things you need to know to get from one point in your life to another and that transition planning means making decisions about what you need to learn to be satisfied as an adult.

☑ You used the **DO IT!** process to identify things you need to learn to live where you want after you graduate.

☑ You learned that you have to prioritize options sometimes by ranking them from most important to least important.

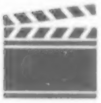
☑ You began working with your teacher to make decisions about your transition plan.

THE PROGRAM
Session 11

MAKING DECISIONS

ACTION PLAN GOAL 6: You will learn to make decisions using DO IT!

You have used the **DO IT!** process to make some decisions about what you might want to learn through your educational plan. In the next lesson you will look at using **DO IT!** to make a decision about signing your IEP or transition plan.



Today, you are going to look at some real people and their real life stories. Not real life stories of the rich and famous or real life stories of the highway patrol. Real life stories of people with disabilities and some of the problems they had to make decisions about. You will look at the problem the person had and use the **DO IT!** process to make a decision. Then you can see what the person really did. Remember?

Define your problem
Outline your options

I dentify the outcome of each option
Take action
! Get excited

Look in your backpack, desk or wherever you keep your school stuff for a piece of paper. Get a pen or pencil too. I'll wait.

∴ ♪♪♪ ∴∴

You will want to write your answers after each step of the **DO IT!** process after you read the story.

F. Jane Cameron

This first story is about a Canadian. Eh! A person who lives in Canada. You know, the country to the north of the United States. That's right. The one that looks like it's sitting on top of the good ol' U S of A.

This person's name is F. Jane Cameron. Now right away you should know she's important because she uses an initial for her first name. Anyway, F. is talented. She designs tapestry (wall hangings). F. does such a nice job with her designs that one sold for $1,800. This is the point where F. faced a problem.

See, F. was born with Down syndrome (this isn't the problem, I'll get to that in a minute). Of course you know that a person with Down syndrome has Down syndrome for life. What happened to F. is that a lot of people thought she couldn't do much because she had Down syndrome. So, F. went to a special school and didn't get to learn the same things as most other kids. When she graduated she went to work in a sheltered workshop because she didn't have any other choices. The sheltered workshop where F. worked taught her how to make crafts. The workshop people started taking F. Jane's crafts to places to sell them and people started to buy them. In fact, she could earn more money by selling tapestries than she had ever made.

But F. was only paid a little bit of the money when one of her tapestries was sold. It seemed unfair. Her work was selling for a lot of money and she was only getting a little bit of that money. She would like to begin working on her tapestries at her home instead of the workshop and would like to keep all the money she made from them. But, if she made too much money from her crafts, she would lose the government money she got to pay for some supports she needed every day, kind of like **MULES**

for adults! This is where F. had a problem. She wanted to earn money for her work. She could usually get anywhere from $100 to $1,000 for her tapestries. One big drawback is that a tapestry could take months to finish. At that rate she might make less than her government check during some months.

All right. There's the story.

Time to **DO IT!**

Take a look at F. Jane's story and see what you would decide to do.

As you work through these, try to do them yourself. Don't worry, nobody expects you to come up with the perfect answers. Only practice makes perfect! Then again, maybe you will come up with the perfect answer....who knows?

OK. Look back at F. Jane's story:

Define her problem:

Outline her options

I dentify the outcome of each option

Take action (what should she do?)

! Get excited (Well, you don't have to since it's not your decision!)

One thing you should learn from this is that it is always easier to make someone else's decisions for them! If other people make decisions for you, you're the one who has to live with those decisions, not them.

Like making decisions for you about your transition plan!

OK, back to F. Jane Cameron. Let's look at the answers to the different **DO IT!** steps.

Define her problem:
F. Jane could earn a lot of money making tapestries, but it would mean losing her government money. Her problem was "What should she do about getting money?"
Outline her options
F. Jane had two options for getting money. 1. She could keep getting her government money and a little bit of money from her tapestries. 2. She could get all the money from her tapestries.
Identify the outcome of each option
If she chose to keep the government money she would: 1. Keep working at the workshop. 2. Get a regular check from the government. 3. Not get to keep the money she could earn from her own work.

If she chose to keep the money from her tapestry work, she would: 1. Make a lot more money than ever before. 2. She would be her own boss and work at home, which she wanted to do. 3. She would lose her government money and if she didn't earn enough money from the tapestries, she might not have enough to get by.

There are a lot of things we don't know about F. Jane's story that would help in making a decision. Like, does she live with someone who can help her get by if she has some times when she can't sell her work? Will she really like working alone at home or will she want to have other people around? Who pays for all her supplies, the workshop or F. Jane?

But, you probably came up with a decision anyway. It's not always possible to have all the information you need to make a decision. What was your decision? Don't write it down or anything, just look at what you wrote under the **T**ake action section.

Now, read about the decision F. Jane made.

F. Jane Cameron left the workshop. A college professor discovered her, saw all the talent she had and wrote about her in a book. F. become famous by showing her art work around the world! She took a risk and won.

Remember that for most of F. Jane's life, people thought she would never do much. (Just because she had Down syndrome.) Boy did she prove them wrong! It just goes to show you that you can't believe everybody. You shouldn't believe in people who don't believe in you. A Can Do attitude with a **DO IT!** formula may lead to the good life!

Sorry. I get carried away. I get excited**!** Isn't that a step in **DO IT!**?

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Enough already.

Let's look at another story. I just love to hear stories about people who are successful!

Herman

Herman McMurry has dyslexia. Some people think that having dyslexia means that a person writes backwards. For Herman, having dyslexia meant that he had trouble with numbers, reading, writing and even with colors. He would sometimes look at one color and call it another. Not great for stop lights, eh?

Herman always did well in school. Since he was living at home with his parents, he was able to keep his learning disability a secret and get support from his family to accommodate for his disability. He was afraid that he would be teased if people knew he had a learning disability.

Then Herman graduated. When he got to college he still had his learning disability and his family wasn't there to provide support. He knew that without some support, he probably wasn't going to do real well. Herman really wanted to do well in college, just like when he was in high school, but he wasn't sure he wanted to tell anyone he had a learning disability. The college had a program to assist students who needed support with their lessons. He also knew the types of supports he would need to learn since he had trouble reading and writing and couldn't type. Plus, Herman was pretty good at making friends and he thought that some of them might be able to help.

OK. See what decision you think Herman ought to make.

Define his problem:

Outline his options

Identify the outcome of each option

Take action (what should he do?)

! Get excited (Well, you don't have to since it's not your decision!)

Got it? Good.

Now, look at the answers to the different **DO IT!** Steps.

Define his problem:
Herman needed support to succeed in college, but the support he used in high school, his family, wasn't nearby. Also, he would have to tell someone

he had dyslexia. His problem was "Should he find some support?"

Outline his options

Herman had several options. 1. He could just keep his disability a secret and not get any support. 2. He could go to the college office that provides support and get some of the help he needed. 3. He could tell some of his friends and they could help him.

Identify the outcome of each option

If Herman chose not to tell anyone and get any support, he would: 1. not have to be embarrassed about telling about his disability. 2. Probably not do very well in college.

If he chose to go to the college office for support, he would: 1. Have to tell a stranger about his disability. 2. Get the support he needed. 3. Do well in college.

If Herman turned to his friend for support, he would: 1. Have to tell his friend about his disability. 2. Get the support he needed. 3. Do well in college.

What was your decision? Don't write it down or anything, just look at what you wrote under the **T**ake action section.

Now, read about the decision Herman made.

Herman describes himself as being stubborn, so he chose to set up his own support system instead of using the campus program set up by the college. He turned to his friends for help in accommodating for his disability. It was hard to admit to them that he needed some support, but once he did it, he knew it was the right thing for him to do. His friends didn't make fun of him, and his support came from people he liked to be around.

Herman is now a very successful teacher. He did so well in college that a teacher wrote about him in a book.

You might have decided that Herman should go to the college office. That was a good decision too. In this case, Herman just felt more comfortable talking with his friends than with people he didn't know.

OK. Last story and then you're done with **DO IT!** Well, at least for a while!

Judy

Judy Heumann (sounds like "human") grew up and went to school in New York city. She decided she wanted to be a teacher and went to college to get her education degree. She did well in college and took all the courses she needed to get her education degree. But, to be a teacher in the state of New York in 1970 you had to pass three exams or tests. A written exam, an oral exam (one you say out loud) and a medical test. Judy passed the written and oral exams. She could not pass the medical exam because she had a disability.

Judy had polio when she was three years old. She uses a wheelchair to get around. Judy wanted to teach but there were no teachers who used wheelchairs at the time. Because she was not able to pass the medical test, the state of New York would not give Judy her teacher certificate and she could not teach.

OK. See what decision you think Judy should make.

Define her problem:

____

____

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Outline her options

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Identify the outcome of each option

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Take action (what should she do?)

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____

____

! Get excited (Well, you don't have to since it's not your decision!)

Got it? Good.

Now, look at the answers to the different **DO IT!** steps.

Define her problem:

Judy had her education degree and wanted to teach in the state of New York. The state had said she couldn't because she had not passed a medical examination. She couldn't pass their exam because she had polio and used a wheelchair. Her problem was "What should she do about teaching?"

Outline her options

Judy had several options. 1. She could stay in New York and work at a job other than teaching. 2. She could move to a different state that didn't require a medical examination and teach there. 3. She could fight the system and try to get her teaching certificate and teach in New York.

Identify the outcome of each option

If Judy chose to work in another job: 1. She would be able to earn money to live on her own. 2. She would not have to get in a big fight with the state. 3. She would not be able to teach.

If Judy moved to another state to teach: 1. She would be able to teach like she wanted. 2. She would earn money she needed to be independent. 3. She would have to move away from her friends and family.

If Judy chose to fight the state system: 1. She might get to stay where she wanted, work as a teacher and make enough money to be independent. 2.

She might have to spend a lot of money to fight the system and there was no guarantee that she would win.

What was your decision? Look at what you wrote under the **T**ake action section.

Now, read about the decision Judy made.

Judy decided to fight the system. She talked to a reporter at the New York Times who put her story in the paper. She was invited to be on The Today Show to talk about the discrimination she was facing. She decide to hire some lawyers and sued the school board. Judy won and became the first teacher in the state of New York with a physical disability.

But her story doesn't really end there. Judy's decision taught her that it paid to stand up and fight for her rights. She moved to California and started the first Independent Living Center. She led protests against the city for discriminating against people with disabilities. Now Judy works for the United States government. She is the Assistant Secretary of the Office of Special Education and Rehabilitation Service, United States Department of Education. She is responsible for all special education programs in the country. Every day, she makes decisions that will effect students with disabilities.

It's nice to have someone like that in charge, isn't it?

I don't know about you, but I get charged up when I hear about successful people. I love to hear about people doing things that others said they couldn't do.

If you have any time left, talk with someone else about decisions they have made that were important in their lives. When you get home, you could talk with your folks (I know, yuuck, but try it anyway) about decisions that were important in their lives.

Okay. Let's look at what you've covered this session.

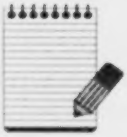
☑ You used the **DO IT!** process to see how other people with disabilities made ____________.

☑ You learned that it is easier to make decisions for _________ people because you don't have to do what is decided!

☑ You saw that there were times when you didn't have all the ___________ you wanted to make a decision, but you could make a better decision with what information you had than with none at all.

☑ You learned not to believe in anyone who doesn't _________ in you and your abilities!

☑ You saw that good decision-making can lead to _______ things as adults.



Before the next session, you should have:

- Talked with some adults, maybe your parents, about the types of decisions that they have had to make.
- Thought about some of the non-school decisions you have had to make.

Okay. So that's it for now.

Later.

Session 11

WHOSE FUTURE GOAL 6: You will learn to make decisions using DO IT!

☑ You used the **DO IT!** Process to see how other people with disabilities made decisions.

☑ You learned that it is easier to make decisions for other people because you don't have to do what is decided!

☑ You saw that there were times when you didn't have all the information you wanted to make a decision, but you could make a better decision with what information you had than with none at all.

☑ You learned not to believe in anyone who doesn't believe in you and your abilities!

☑ You saw that good decision-making can lead to good things as adults.

THE PROGRAM
Session 12

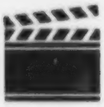
MAKING DECISIONS

WHOSE FUTURE GOAL 7: You will learn how to give informed consent.

Over the last few sessions, you have been using the **DO IT!** process to make decisions about one part of your transition...where you will live. You first used **DO IT!** to figure out where you might want to live after school. Then, you used the **DO IT!** process to come up with some things you need to learn to live independently.

When you make decisions about the things you need to learn, you can use them to write goals and objectives for your transition plan. But that's another session, later on!

But there is one other kind of decision-making that you should be involved in during your transition planning.



Find your copy of the form that is used during your transition planning meeting. I'll wait.

♪♪♪ ♫♪♪ ♪♪♪♪

OK. Now, take a look at that form. Somewhere there is a place for a bunch of people to sign. Found it? If not, the place to sign is on your actual IEP form. That area probably has some tricky language right before you have to sign. I'll give you an example.

On one form I have it says:

> "We the undersigned have provided input for the development of this Transition Plan and agree to carry out the recommendations specified within."

See.... tricky language! Lawyer talk! Sounds kind of like the Constitution:

We the undersigned do solemnly swear
blah blah blah blah blah.

What's the problem? Well, you should be signing your name on your transition plan or IEP. By signing it, you are saying that you were part of the process and agree with the decisions.

How can you agree with something only lawyers can understand?

Well, first let's look at that sentence again. I have a friend who can speak legalese (the language lawyers use) and she will translate for us as we go along.

"We the undersigned (**all the people who signed their name on the lines right below**) have provided input (**helped**) for the development of this Transition Plan (**write the transition plan**) and agree to carry out (**and will do**) the recommendations specified within (**what is in the plan**)."

OK. So in plain English it says "**All the people who signed their name on the lines right below helped write the transition plan and will do what is in the plan.**"

See if you agree with this sentence.

> "If am going to sign my name saying that I helped write my plan and will do what is in that plan, I should be involved in that process."

Agree? I thought so.

By signing your name, you are doing a lot of things.

First, you are saying you were involved in the planning process.

Second, you are saying you will work to make the plan happen.

Third, you are giving the school permission to do these things to you!

You have given "informed consent".

Ever heard that phrase? Probably not. To give consent means to give someone permission to do something. Informed consent means that you gave that permission knowing what would happen to you.

Remember when you had that inflamed appendix several lessons ago? Remember how the doctor told you what she was going to do (operate on you to take out your appendix)? When you said "***YES DO IT NOW CAUSE IT REALLY HURTS!!!!!***" you were giving her informed consent to operate.

If you are going to sign legal documents, you need to know what you are signing, right? Let's say you just won the lottery. If someone comes up to you with a contract and asks you for your autograph on the bottom line, you are not going to sign it, are you? I hope not. You might sign away all the money you just won!

A contract is something that you sign that says that you will do something. You will have to sign a contract when you rent an apartment or buy a house. The contract says that you get to live in the house or apartment, but that you will pay some amount of money for some length of time.

IEPs and transition plans are kinds of contracts. You agree to do something and other people agree to do something else. In this case, the school agrees to provide services and support to help you learn. You give informed consent that you knew what was in the plan and will work hard on it all year.

OK. Fine, you say. But, so what?

Well, I'm getting to the point. The point is, you need to know what you are signing. You need to **make a decision** about signing the forms!

AH HA! Finally. **Make a decision**. That's where we were going in this lesson.

Yes. Giving informed consent is like making a decision. A decision about whether you agree with the transition plan that has been written for your educational program and that you will work on for the entire next year.

You have to make a decision about signing those forms. Guess what? You can use the **DO IT!** process to make that decision!

You shouldn't be surprised. I mean, it is just a decision.

OK. Let's think this through. Picture this:

You are sitting down in the diagnostician's office. It's pretty hot because the air conditioner hasn't worked for a while. You look around the table. Someone has pulled two lunch tables together and your transition planning team is sitting around those tables. They look hot too. There's your mom and dad. He looks kind of bored and is sweating a lot. Next to them is your teacher and next to her is a person from the vocational rehabilitation office. On the other side of the table from you is the vice-principal, with the diagnostician sitting next to him. You notice that the diagnostician keeps looking at her watch. Just to your right is your job coach and next to her is the speech therapist.

You have been meeting for a couple of hours. Your rear end hurts. You are tired of sitting. So is everyone else, 'cause they are all shifting in their seats. But it looks like things are winding up. You are about done. The transition plan form has gone all the way around the table and is now laid in front of you. The diagnostician slides a pen over across the table and it hits the crack between the two tables and ends up in your job coach's lap. She picks it up and hands it to you. You have watched everyone else. They signed some lines and passed it on. You look down, pick up the pen and........

Well, what do you do?

You have to make a decision. Lucky you know the **DO IT!** process!

So, you **D**efine your problem. Easy enough:

What's the problem?

____

____

Right.....the problem is "Do I sign this form?"

Straight forward problem, right? I mean, sign or not sign, that can't be too hard to decide!

Wrong! Remember, nothing in life is ever simple!

First, you need to know what you are signing. Now, chances are that the line above where you sign will be some legalese that only a lawyer can understand, like *We the undersigned* do solemnly swear blah blah blah blah blah.

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So, first of all, how do you figure out what you are signing?

Easy. Ask someone. So..

You turn to your job coach, who you really like, and you say, kind of quietly 'cause you are a little embarrassed 'cause no one else asked, "Hey, psst, Hey you, what does this line say?" Your job coach very quietly leans over, pretends she is picking up something off the floor and whispers "It says you were involved in planning the transition plan, you agree with everything in there and you agree to work to make it all happen."

OK. Now you know what it means. You still have to get more information before moving on.

Were you involved in the decision-making process?
Do you agree with what's in there?
Do you agree to work on it all year?

OK. Let's say you were involved, you do agree and you want to work on these things because they are important for you to become more independent even if some are a little **boring**.

On to step 2.

Outline your options. What are your options?

Go ahead....list them:

Pretty easy this time, right? Sign or don't sign the form!

OK. Step 3. **I**dentify the outcome of each option. List some of the things that might happen if you sign:

What happens if you don't sign? List them here:

Basically, if you sign, you work on these goals all year and learn what you need to make you as independent as possible. If you don't sign, well, someone will have to convince you to sign or find out what it is you don't like and work to change that.

But, you already said you agree with what is in the plan, so on to step 4, **T**ake action.

You look back down at the form, find the line that says "student" on it, and in your best handwriting (which looks better than the scribbles some people put down!) sign your name.

Good.

But, let's back up. Say you **D**efined your problem as "Do I sign this form?"

and you find out from your job coach that the line says that you were involved in planning the transition plan, that you agree with what is in there and you agree to work on it all year. Then you ask yourself the three questions:

1. Were you involved in the decision-making process?
2. Do you agree on what's in there?
3. Do you agree to work on it all year?

And the answer to each is..... no.

You realize that nobody involved you in the process, that you don't think that what is on the plan included your preferences and interests and you don't want to work all year on them.

What do you do?

Well, you go to step two. Outline your options. Same options. Sign or don't sign the form!

OK. Now step 3. Identify the outcome of each option. If you sign you are saying you will work on these goals all year and that you were involved in making decisions about the plan. You get stuck with an educational program that you don't want and that you have to live with all year.

What happens if you don't sign. Well, everyone will probably look at you like you were from VENUS, and then look at each other wondering what to do next. You could take the easy way out and just sign it, but....

Time to Take action!

You look up and say "I don't want to sign this. No one asked me what I preferred and what I thought was important to be in the plan. I really don't want to work on some of these things all next year. I have some other ideas."

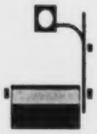
Your dad looks like he's about to fall out of his chair. He probably thought he was going to get to go home. But then he says, "I agree". You can't believe it. You and your dad haven't agreed on anything since flattops. Your teacher looks embarrassed. She looks at you and says "I didn't really think you'd be interested in setting goals. You never have been before!"

Well, now you're a little embarrassed because that is true....you haven't been too interested before. "But," she goes on, "what would you prefer to see in the plan?"

So, you are on your way. Now you have to be able to tell them what you prefer, how you would make decisions and show them that you are able to make decisions.

It could happen! Well, maybe. But in any case, you need to realize that by signing the forms you are giving consent to whatever is in there, good or bad!

Go back to your last transition plan. You should have a copy of it somewhere. If not, you may need to go back to wherever they keep those things. When you locate the form, spend the rest of the time looking at the goals and objectives that were written for you to work on this last year. Think about some of the decisions you would make if you were in charge of doing that for each area. Decide whether you would have signed the transition plan or not. What do you like about the plan? What do you not like? How would you change it?



Okay. Let's look at what you've covered this session.

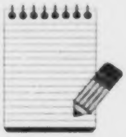
☑ You learned that you should be signing your ______ and _________ plan forms.

☑ You found out that sometimes you have to get someone to tell you what some of the _________ in the forms means.

☑ You learned that by signing your _______ on a document, you are:
1. saying you were ______ in the process;
2. saying you will _____ to make the plan happen;
3. giving the school _________ to do what is in the plan.

☑ You learned that by signing a document you are giving "____________ consent", that giving consent means to give someone permission to do something and that informed means you gave that permission knowing what would happen to you.

☑ You used the **DO IT!** process to make decisions about giving informed _____________.



Before the next session, you should have:

✎ Looked at your last transition plan and the goals and objectives that were written for you to work on this last year.

✎ Thought about some of the decisions you would have made if you were in charge of doing that for each area.

✎ Decided whether you would have signed the transition plan or not.

✎ Identified what you like and did not like about the plan and what you would do to change it.

Okay. So that's it for now.

Later.

Session 12

WHOSE FUTURE GOAL 7: You will learn how to give informed consent

☑ You learned that you should be signing your IEP and transition plan forms.

☑ You found out that sometimes you have to get someone to tell you what some of the language in the forms means.

☑ You learned that by signing your name on a document, you are:

1. saying you were involved in the process;
2. saying you will work to make the plan happen;
3. giving the school permission to do what is in the plan.

☑ You learned that by signing a document you are giving "informed consent", that giving consent means to give someone permission to do something and that informed means you gave that permission knowing what would happen to you.

☑ You used the **DO IT!** process to make decisions about giving informed consent.

THE PROGRAM
Session 13

HOW TO GET WHAT YOU NEED, SEC. 101

WHOSE FUTURE GOAL 8: You will identify the community resources that have been included in your educational plan.

Welcome back. Now that you have finished those last six lessons, you have an idea of how you should go about making decisions. You know how to **DO IT!**

Simple, right? Now you just make decisions. No sweat, no fuss!

Wrong. Remember? Nothing is ever simple! Think back to the lesson where I told you about how I found my apartment.

OK. So you forgot all about it. Go back and read it over if you need to.

Oh yeah! That stuff. Well, one of the things I had to do while I was trying to decide about that apartment was to look at the community resources I could use. I ended up going to an apartment locator.

Just where do these community resources come from?

Well, I'm glad you asked, 'cause that is what you are going to think about next!

Get out the copy of your transition plan form. Take a look at that beast. There should be spaces on it that list agencies or places that you can get services from.

Found them?

Right, those right there with the spaces that say something like:

_____ Support Agency
_____ Support Services
_____ Service Description
_____ Responsible Party
_____ Responsible Agency
_____ Community Agency
_____ Community Support

✓ (Check) the ones that are listed on your transition plan. If your heading is not there then write it here:

____

____

What names did they fill in on your plan? Let me guess:

VR? MHMR? OJT? AT? DVR?
UCLA? LEA? SEA? ICFMR?

Any of those initials make it? If so, you're not alone. And believe it or not they each mean something! We call it

alphabet soup. That means that people who work in this field use a lot of initials to stand for things nobody understands anyway! Like the noodles in a bowl of **alphabet soup.**

Why? Well....it's a trade secret, but come up real close and I'll tell you.

(Job security. If you are the only one around who knows what the initials mean, you can't be fired because nobody else would be able to figure it out. Pretty tricky, huh?)

All these initials stand for something. Just like our old friends IEP and ITP. VR means vocational rehabilitation. OJT means On the Job Training (this is money for job training). LEA means local education authority (that's your school district!).

See what I mean. **Boring**. But, on the other hand, they are the types of things you need to begin to learn about.

Your job in the next sessions will be to find out the names of the people and agencies who could assist you as you make **decisions** and reach the outcomes you would like to achieve. You will do more than find out what the names stand for, you'll find out what they do and what type of support they offer. Then you can use the information to decide if you really want support from those people.

Remember back in **Session 6** when you listed some supports that would help you do better or help you to get around a limitation? In the next few sessions you will list some community resources where you can get some of those types of supports.

COMMUNITY RESOURCES?

You probably use a lot of different community resources and don't even think about it.

Quick....where would you go if you wanted to buy a ticket or two to the next concert by your favorite group?

Would you telephone the band members? Print your own tickets?

Of course not. You would probably go to the nearest ticket agent.

See! Right there! Right before your very eyes! A community resource! Where? The ticket agent of course. That's a resource you can use to do something you like to do....go to concerts.

Where would you go if you wanted to buy a umiak?

Probably the closest umiak dealer.

See, community resources are places you use all the time. (Well, maybe not the umiak dealer.)

I'm going to list some things that might happen every day. Think about a place that might be a community resource for that activity.

Ready?

If ...you wanted to borrow a book to read, you would go to ______________

____

____

If ...you wanted to fly to another state, you would go to ______________

____

____

If ...you wanted to catch a bus to the mall, you would go to ______________

____

____

If ...you wanted to buy a CD, you would go to ______________

____

____

If ...you wanted to work with people who were sick, you would go to ______________

____

____

If ...you wanted to play softball you would go to ______________

____

____

If ...you wanted to ride your bicycle, you would go to ______________

____

____

If ...you wanted to get some exercise, you would go to ______________

____

____

If ...you wanted to get your teeth cleaned you would go to ______________

____

____

If ...you became very sick, you would go to ______________

____

____

If ...you wanted to cash your pay check, you would go to ______________

____

____

If ...you wanted to mail a letter, you would go to ______________

____

____

If ...you wanted to pay a traffic ticket, you would go to ______________

____

____

If ...you wanted to get a marriage license, you would go to ______________

____

____

If ...you wanted to apply for social security, you would go to ______________

____

____

If ...you wanted to apply for admission to a college, you would go to ______________

____

____

Obviously, this list could go on and on.

You use a lot of COMMUNITY RESOURCES!

Finding and using COMMUNITY RESOURCES is an everyday thing. Why? Because you have to **make decisions** all of the time. You need something, so you **D**efine your problem, look for **O**ptions, **I**dentify consequences then **T**ake some type of action (and I don't want to forget the **!** for get excited!). In other words, you **DO IT!** all the time.

COMMUNITY RESOURCES are what you use when you are looking for **O**ptions. The **O**ptions you have can be different in each city or town, or they may be called different things. That's why they are "community" resources. Community means a place where you live, work or play. Every place is different.

What does that mean for your transition planning? Well, it means you have to know about the COMMUNITY RESOURCES in your city, town, state or region. I mean, it doesn't do much good to know the resources in some community where you are not!

So, for the rest of this section, you will be making a list of COMMUNITY RESOURCES you could use. The **O**ptions you list will probably look different from your friends' lists because your **O**ptions will be based upon your preferences and interests and the type of support you need.

Finding COMMUNITY RESOURCES will help you in two ways. First, they will give you the supports you need to get what you want in the future. Second, you will find some resources that can provide the support you need right now to learn all you can.

I'll give you a couple of examples. The vocational rehabilitation agency in your area can pay some of your college or work expenses if it helps you get and keep a job. That's a resource that will support you after you graduate. But, you might decide you need to learn to keep a checking account and want to include that on your transition plan. One community resource that you would need to be able to use to do this is a bank. That's a resource you could use right now.

In both examples you would use a COMMUNITY RESOURCE to get the support you need to succeed.

Hey, that sounds familiar. Wait a minute. Let me look back at **Session 4.**

Rustle...Rustle...flip...Rustle...turn...turn...flip..

Hang on, I'm getting there.

Ah Ha! I knew I had seen that! Listen to this...

> "**MULES** means the support services you get to help you learn."

Remember them?

Remember those **MULES** ?

MULES stood for:

My
Unique
Learning
and
Educational
Supports

Well, **COMMUNITY RESOURCES** are where you get **MULES** in the adult world! The **MULES** in the adult world stand for:

My
Unique
Life
Elevating
Supports

The adult **MULES** give you the support you need to reach your goals. That's why we call them *LIFE ELEVATING* supports. They should *LIFT YOU UP* to greater things! These adult **MULES** are set up to provide support to people with disabilities.

And, guess what? These **MULES** have their own, different rules for getting the services, just like school **MULES** do.

Remember? Nothing is ever simple! You may have seen the names of some adult **MULES** on your transition plan.

Some examples of **MULES** are:

1. Case Management Services
2. Counseling Services
3. JTPA (Job Training Partnership Act) Funding
4. Job Coaching
5. Community College Tutoring
6. Community Living Skills Training
7. Apartment Locator Services
8. Specialized Transportation

There are a lot of **COMMUNITY RESOURCES** that provide those kinds of **MULES** like:

1. Department of Human Services
2. Commission for the Blind
3. Commission for the Deaf
4. Mental Health Services
5. Mental Retardation Services
6. Social Security Administration

I bet you didn't know there were so many **COMMUNITY RESOURCES** out there! And these are only a few of them!

But I should also mention other types of agencies that provide community supports. Like:

1. banks
2. health clubs
3. restaurants
4. bookstores
5. recordstores
6. grocery stores
7. post offices
8. libraries

While it is important that you learn about some of the useful **COMMUNITY RESOURCES** that provide adult **MULES,** you should use the **COMMUNITY RESOURCES** that everyone uses as much as you can. In fact, you may find that you will not need any of the agencies that provide **COMMUNITY RESOURCES** for people with disabilities. You may be able to get your adult **MULES** from places you go everyday.

Then again, you may decide that you want support from all of them. One thing is for sure. These folks will not come knocking at your door! School **MULES** are right there for you. In fact, in school someone else is responsible for making sure you get the **MULES** you need. But that is not true when you are an adult.

YOU are the one who will have to find the **COMMUNITY RESOURCES** that can provide the adult **MULES** you need.

That's better anyway. That way **YOU** will be **in control** of your future. This will help **YOU** become the **MULES** driver!

A **MULES** driver lets Other People know what he or she wants in life. A **MULES** driver finds the community resources she or he needs to **make decisions**.

OK. You need to be a **MULES** driver so you can get the **MULES** you need to succeed as an adult. But there is another reason you need to be the **MULES** driver. To keep from getting more supports than you need.

That seems funny, doesn't it? I mean, how can you have too much support? Well, think of it this way. If you always wear a life jacket in the water, you will never learn to swim. Your life jacket was a support, but it also kept you from doing everything you might be able to do, like swim!

What you're going to do for the next few sessions is find out the names and locations of the **COMMUNITY RESOURCES** that will help you get the

MULES you will need as an adult.

You will get some practice as a

MULES driver because you are going to get in touch with these **COMMUNITY RESOURCES**. You can use the information and list of Options you put together to help you get the

MULES you want.

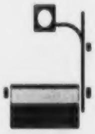
Where do you think you should start

looking for **MULES** and other supports?

Right! You could start with someone in your own support network. Yeah, the people you named in your support circle! Remember the star shaped thing you filled out? You could talk to your teacher, counselor, or a vocational rehabilitation counselor.

Also, you could look in the phone book, or ask someone who is already using those supports.

Go back to your last transition plan. When you locate the form, spend the rest of the time looking at the community resources that were written there to provide the supports you need. If you need some help, ask your coach to tell you where the community services are listed, and what all the initials mean. Also, talk with your family about the types of community resources they use all the time. You might be surprised how many they use!



Okay. Let's look at what you've covered this session.

☑ You remembered that community resources are places that provide ____________ services you need.

☑ You looked at what they call these community services on your ______________ plan form.

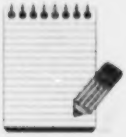
☑ You saw that a lot of times there are a bunch of ____________ that stand for community services, and that you have to figure out what those different initials stand for.

☑ You recognized that you use a lot of community _____________ to get the supports you need every day.

☑ You saw that community resources give you the ____________ you need to make decisions.

☑ You learned that you will continue to use support services even in the _________ world.

☑ You decided you could start looking for _____________ resources by talking to friends, teachers, family members, and other people you know or by looking in the phone book.



Before the next session, you should have:

- Figured out what community resources were written on your last transition plan, and found out what those community resources do.
- Thought about the types of supports you will need as an adult.
- Talked with someone like a family member about the community resources they use all the time.

Okay. So that's it for now.

Later.

Session 13

WHOSE FUTURE GOAL 8: You will identify the community resources that have been included in your educational plan.

☑ You remembered that community resources are places that provide support services you need.

☑ You looked at what they call these community services on your transition plan form.

☑ You saw that a lot of times there are a bunch of initials that stand for community services, and that you have to figure out what those different initials stand for.

☑ You recognized that you use a lot of community resources to get the supports you need every day.

☑ You saw that community resources give you the options you need to make decisions.

☑ You learned that you will continue to use support services even in the adult world.

☑ You decided you could start looking for community resources by talking to friends, teachers, family members, and other people you know or by looking in the phone book.

THE PROGRAM
Session 14

HOW TO GET WHAT YOU NEED, SEC. 101

WHOSE FUTURE GOAL 9: You will identify some community resources you can use to assist you with your work choices.

Hi. I'm back. Ready to move on? Did you talk with your folks about the **COMMUNITY RESOURCES** they use? Remember that **COMMUNITY RESOURCES** are the people and agencies you can use to get the support you need to succeed.

We also called those supports **MULES**. Only this time **MULES** meant:

My
Unique
Life
Elevating
Supports

MULES can be real stubborn though. So you have to train them. You have to be a **MULES** driver!

The first step in being a **MULES** driver is to take responsibility for finding the **COMMUNITY RESOURCES** that can provide the **MULES** you need.

In this session you will find **COMMUNITY RESOURCES** that provide the **MULES** that can support you in your work as an adult.

These are the adult **MULES** that will assist you in finding, learning and keeping the job you want.

Most of the sessions until now have lasted about one hour each.

OK, OK. On some of them you had to do some stuff after the hour was up.

This session might take you an hour to finish, but it might take longer, maybe a couple of hours, because you will need to talk to people at different places.

Don't worry if it takes longer than one day to complete this, you can always work on it in another class period.

Go ahead and get your transition plan from last year. You had it out last session to look at what COMMUNITY RESOURCES were in your plan. Find out what is marked for your future under the employment or work area. The employment area should look something like this:

EMPLOYMENT OUTCOMES

- ○ None due to post-secondary education
- ○ Competitive employment without support
- ○ Competitive employment, time-limited support
- ○ Competitive employment, long-term support
- ○ Supported employment, infrequent support
- ○ Supported employment, daily support
- ○ Sheltered community employment
- ○ Sheltered employment
- ○ Adult day activities
- ○ Other ____________________

Check ✓ what they put on your plan.

What does all of that mean? It can really get confusing! Did you know there were so many options for work? Competitive? Supported? Some support? No support? Sheltered? In the community? Not in the community? (Does that mean it's on VENUS or something?) Day activity? Other?

And you thought work was just work, like a job. I mean, when you think of work or a job, you think of....well, you think of the job, like mail room clerk, chemist, secretary, sanitation worker, chef, computer programmer, teacher, construction worker, gardener, office clerk, scientist, child care provider, doctor, grocery store clerk, lawyer, boss and so on.

Well, I figured if I was confused (which I was), that you might be a bit confused (which you might not be). So, to help me, I looked up the things usually found on a transition plan. Here's what I found:

○ None due to post-secondary education.

This just means you're going to college or vocational school when you graduate from high school. If you're going to school then you won't go right to work unless you get a part-time job. (Post-secondary means after high school.)

If this is what you want to do you may find some support from a COMMUNITY RESOURCE with money to pay for school. Free money! That's a pretty good kind of **MULES** ! But, not all your options will provide free money! You already heard that your vocational rehabilitation agency might provide some money support for college or might be able to buy your books or pay for transportation. Another **COMMUNITY RESOURCE** that could help you locate money for schooling is the college student affairs or financial aid offices. There are scholarships, loans and grants that you might be able to get.

It also might be a good idea to find out a little more about what you want to study at school to make sure it will help you get the type of job you want when you graduate from college or tech school.

This kind of **MULES** could mean counseling from a career guidance counselor. It could also just mean talking with a teacher. **COMMUNITY RESOURCES** that give this type of support are the student affairs office at the college or technical school or the guidance counselor in your own school district.

○ Competitive employment without support

This means a real job in the real world and for real pay. In this type of job you will earn at least minimum wage and maybe more. Several **COMMUNITY RESOURCES** provide **MULES** related to finding jobs, like the vocational rehabilitation office or the employment commission. Then again, you can also look in the newspaper and find ads that tell what jobs are open.

○ Competitive employment, time-limited support

This means a real job in the real world for real pay with some type of support for a short time. It could be support while you learn the job. A job coach is a type of **COMMUNITY RESOURCE** that could give you that kind of support. It could also mean support to help you buy a uniform or shoes to get started on the job. It might even be support to help get you back and forth from home to the job until you get your own set of wheels. Again, vocational rehabilitation agencies provide some of these supports. They could pay for your bus fare or help you buy your nifty shirt and hat for your job at **Burger Beast**. The bus company would also be a **COMMUNITY RESOURCE**.

○ Competitive employment, long-term support

This means a real job in the real world for real pay with some type of support for a long time. Maybe you need more than just someone to give you a hand when you start the job. This kind of **MULES** could come from a lot of **COMMUNITY RESOURCES**. You will guess the first one. Right! Vocational rehabilitation agencies. They might provide some longer term job coach (although most can't provide someone for too long.)

There are other community agencies who can provide job coaches. But, one other **COMMUNITY RESOURCE** for long-term support on a job are the people you work with.

Here's an example.

I knew a hard worker named Laurie who had a good job in a big company. She worked on the 112th floor of a big office building. Really a cushy job..good pay, good benefits, good hours.

But one of the responsibilities she had was to send out a report each month to all the company big shots. The problem was that Laurie had some difficulty sorting out the papers when she was arranging them to be stapled and sent out. She also couldn't reach the mail slots for the big shots while she was sitting in her wheelchair.

Well, the second problem was easy to fix. They moved all the mail slots down lower so she could reach them. That's called a reasonable accommodation...like in the ADA.

The company also bought an electric stapler so that Laurie could staple the reports. But, even though they tried several ways to accommodate the workplace so that Laurie could sort out the papers, none really worked.

Instead, the long-term support she needed to do the job came from a friend and co-worker whose job it was to run off all the copies. Instead of just getting them from the print shop like usual, this worker ran off the copies on a machine that sorted the reports out automatically. Then the co-worker sent them to Laurie, who stapled and sent out the report.

Remember, a lot of times the best **COMMUNITY RESOURCES** are the people who are right around you!

○ Supported employment, infrequent support

This is real work in the real world with some type of support that you get from time to time.

This is different from competitive employment because you would not get as much money. Some supported jobs could lead to competitive jobs.

○ Supported employment, daily support

This is real work in the real world with some type of support that you get every day you go to work.

You might not get as much money as you would in a competitive job. Again, this could lead to a competitive job in the future.

○ Sheltered community employment

This means that you work at real jobs in the real world with support of the workshop staff. Your pay may be lower than a competitive job.

If the job in the community comes to an end then you would go back to the workshop until another job is available.

FUN FACT: Have you ever heard of a sheltered workshop before? Many times it has been the only type of work that **Other People** thought people with mental retardation and other disabilities could do. Sheltered workshops are places where a lot of people with disabilities work on jobs in the same building. Unfortunately, it is hard to make very much money at all in sheltered workshops. Most people with disabilities and the people who are their advocates think that people with disabilities should be working in the community with other citizens, not in a sheltered workshop.

Some sheltered workshops provide support to groups of people with disabilities who are working in real jobs. This type of group support at work is called an enclave. Usually all the people working in the enclave have some type of disability.

○ Sheltered employment

This is where you go to a sheltered workshop to work. Most of the other workers have some type of disability. This type of work usually involves factory type work. Sheltered workshop jobs could lead to sheltered community jobs. But if this is on your IEP or ITP, you better make sure this is something you are willing to do. Have the teacher or work adjustment coordinator take you out to see the sheltered workshop and find out how much money you will make. Chances are good you can do the same type of work in competitive or supported employment settings and make a whole lot more money! You can be your best advocate!

○ Adult day activities

This type of program offers a person a place to go to learn skills to prepare them for a workshop type job. People in this type of program also learn self-help type skills. The hours are like a school schedule. These types of programs are usually set up for people with disabilities who are believed to be unable to go to work. Some programs are beginning to help people get into other work programs like a sheltered workshop.

○ Other ______________________

You might decide that your career will be working at home as a business person or home-maker. (A home-maker can be a man too!) You could decide to run a child care center at home or run another type of business from your home.

Maybe you are independently wealthy (**that means rich, rich, rich**) and won't need to work and will decide that you want to become a volunteer. (**In that case, can I borrow some money**?) Maybe you will decide to sit at home and watch the soaps or Gilligan's Island all day. (How **boring**!)

The list can go on and on.

In the last session you found out which **COMMUNITY RESOURCES** were listed on your transition plan. If you didn't find any, they might be on your IEP. Once you have found them, identify which ones were listed for employment.

Write the name of the COMMUNITY RESOURCES you found here:

____
____
____
____
____
____
____
____

What do those things mean? What are they? How are these resources going to help YOU? More importantly, how are YOU ever going to learn enough about all the COMMUNITY RESOURCES YOU need to be a **MULES** driver?

Relax! Don't worry. First, nobody knows everything about everything. I know, I know, adults act like they do...but they don't! So you can't ever memorize every community resource available...no way, no how!

What you can do is learn how to find them when you need them. The way to do that is to begin to learn more about the agencies you already are aware of. Learn what kinds of things they do for you. Learn how you find out about their services. Learn who they work with in other agencies.

Now what? You guessed it. You are going to get all the information you can about the COMMUNITY RESOURCES that are listed in your ITP to support your employment needs.

Here are just some ideas about the types of employment related **MULES** that these COMMUNITY RESOURCES can provide. They can help you:

- find a job
- get a job
- learn a job
- keep a job
- pay for training for a job
- pay for things that you need for a job
- find a new job
- pay for a job coach
- pay for other types of job support

Some COMMUNITY RESOURCES provide **MULES** only if you have a certain type of disability, like:

- The Arc
- Epilepsy Association
- Lighthouse for the Blind
- Commission for the Blind
- Deaf Action Center
- Dyslexia or Orton Society
- United Cerebral Palsy Association
- Autism Society

Some of these COMMUNITY RESOURCES have local agencies you can call. Some of these COMMUNITY RESOURCES might also provide support for you in other areas, like learning, living and recreation.

OK. Time to get on with it. Your job is to find out as much as you can about the **COMMUNITY RESOURCES** listed in your ITP or IEP that support employment outcomes. First off, if there are not any listed in your ITP or IEP you need to ask why! Then talk with someone who can give you at least one **COMMUNITY RESOURCE** that you could learn about.

Got it? Now, time to get information on them. How? Well, first check and see if your coach has some information on them. There might be written information. Second, you can talk with someone who has used that community resource before and interview them about their experiences. Third, you can call the community resource and ask them about what you need to learn. If you can, it would be a great idea to go there and visit the agency.

When an employer hires someone for a job, that person interviews people to find out who can do the best job. You can interview the **COMMUNITY RESOURCE** agencies and people to find out if they can do the job you need!

Here are some questions you may want to ask to learn everything you can about the **MULES** the **COMMUNITY RESOURCE** agency offers:

What types of job supports does your agency offer?

Who do you provide support for?

How does a person apply for your support?

After a person applies, how long does it take to get support?

How long will the support last?

While you are asking these questions, take notes, writing down the answers as you hear them. There is a **COMMUNITY RESOURCE FACT SHEET** at the end of this session that you can write on while you take these notes. This will be useful later.

When you get to the point where you want to call the agency, here are some of the things you might go through:

YOU: (Dial)

COMMUNITY RESOURCE agency: "Hello."

YOU: "I would like to talk to someone about the services your agency offers."

COMMUNITY RESOURCE agency: "Hold please."

YOU: (wait)

COMMUNITY RESOURCE agency: "Hello. How may I help you?"

YOU: "I would like to ask a few questions about some of the services you provide."

COMMUNITY RESOURCE agency: "Great, I'd love to answer your questions."

YOU: "What type of support does your agency offer?"

COMMUNITY RESOURCE agency: (answers)

YOU: "Who do you support?"

COMMUNITY RESOURCE agency: (answers)

YOU: "How does a person apply for your support?"

COMMUNITY RESOURCE agency: (answers)

YOU: "After a person applies, how long does it take to get support?"

COMMUNITY RESOURCE agency: (answers)

YOU: "How long will the support last?"

COMMUNITY RESOURCE agency: (answers)

YOU: "Do you have any written information you could send me? Or could we meet to talk more about your program?"

COMMUNITY RESOURCE agency: (answers)

YOU: "Thank you."

All right. Enough talk. Get on with **THE PROGRAM**.

Okay. Let's look at what you've covered this session.

☑ You identified the ______________ resources that you could use to get a job.

☑ You looked at different kinds of ______________ outcomes and the community resources used for them.

☑ You learned how to find out about more community ______________ that support employment outcomes and how to learn what services they provide.

Before the next session, you should have:

- Collected information on all community resources to support employment outcomes that are listed in your IEP or ITP.
- Talked with other people, including people with disabilities who have used community resources, about the types of services available.
- Talked to the community resource agency or person listed about their services and, if possible, visited at least one of the agencies.

Okay. So that's it for now.

Later.

Session 14

WHOSE FUTURE GOAL 9: You will identify some community resources you can use to assist you with your work choices.

☑ You identified the community resources that you could use to get a job.

☑ You looked at different kinds of employment outcomes and the community resources used for them.

☑ You learned how to find out about more community resources that support employment outcomes and how to learn what services they provide.

EMPLOYMENT COMMUNITY RESOURCES FACT SHEET

Name ______________________________

Address: ______________________________

Phone: ______________________________

Who you talked to: ______________________________

Type of support the agency offers:

____

____

____

____

____

Who the agency supports:

____

____

____

____

____

How to apply for support:

____

____

____

____

____

How long does it take to get support after you apply:

____

____

How long will the support last:

____

____

Other: ______________________________

____

____

THE PROGRAM
Session 15

HOW TO GET WHAT YOU NEED, SEC. 101

WHOSE FUTURE GOAL 10: You will identify some community resources you can use to assist you with post-secondary education and training.

Hey! Wait a minute! Don't go away!

Just because you may think you are finished with this school stuff once you graduate from high school doesn't mean you have to tune me out and skip this session.

You just think that college is the only post-secondary outcome you could look at. Learning is a lifelong activity.

Why? Answer this question:

???What one thing will have the most influence on how much money you make in your life????

No, not winning the lottery. Your odds against that are a gazillion to one. It would be great, but you can't plan on it.

Seriously, what will help you make the most money possible?

Good looks? A wealthy aunt? (well, maybe, but you can't count on that either) Hard work? Luck?

Well, the one factor that most influences how much money you make across your life is........... (drum roll, please)

How much education you have!

It's true. I read it in the paper and saw it on Inside Edition. But it really is true. **HONEST. REALLY!**

The more education you have, the more money you will make across your life. Remember my little equation a few sessions ago?

school work = better job

better job = more money

more money = more fun things to buy!

---

so:
school work = more fun things to buy!

I know, hard to believe. But true!

But what you might not think about is that you don't necessarily have to go to

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college. There are other kinds of post-secondary education outcomes, like community college or vocational training. Also, you could just take some classes for fun and not have to work for a degree. After all, money's not everything, right?

Well, you know what they say about that, don't you? Money's not everything if you already have it! That's true in a lot of ways. You need money to get by each day, otherwise you have to depend on other people.

So even if you think you'll never want to walk into another classroom after you travel across the stage to get your high school diploma, just give this a little thought. After all, if you finish with me too soon your teacher is going to give you some of that old **boring** stuff you are used to spending time on. Isn't it much more fun to think about all the things you could do with your future?

I thought so.

So, you may have been thinking about going to college or some other school so you can get a certain job. You may even want to look at college or adult education classes where you could learn something just for fun.

Bet you never thought of learning as being fun!

Go ahead and pull that old transition plan out now. That thing is going to look pretty ragged by the time you're finished with it. That's OK. You'll write a new one!

Look for the section that talks about learning or education after high school graduation. It probably looks something like this:

POST-SECONDARY EDUCATION OR TRAINING OUTCOMES

○ None due to expected employment

○ Community College, no support needed

○ Community College, support needed

○ Technical or Trade School, no support needed

○ Technical or Trade School, support needed

○ Military or Military School

○ University, no support needed

○ University, support needed

○ Adult Education classes, no support needed

○ Adult Education classes, support needed

○ Other ____________________

Remember how confused I was with the employment outcomes? Well, same here. Not as bad though. Still, I decided to look these things up.

○ None due to expected employment.

I've seen some people who marked this box just because they knew what type of job they would get and they didn't need a college degree to get that job. If this fits you....hold it just a second! Slow that **MULES** down! Think about it? What about some of the other things on your interests and abilities list? I mean, I decided I would never, ever, ever make much money using my drawing skills and that I liked computer work and could make some money at it too. But, I didn't want to just give up on drawing and I still wanted to get better. So, I took an art class at the community college. What things are on your list that might not be a work option but could be something you could learn to do better?

Lots of people work at jobs full-time and go to school part-time. Then again, some people go to school full-time and work part-time. Is there a class you could take at the community college at night if you work during the day? Is there something that you could learn that would help you in your new job? What about a class where you can learn something just for fun? What about just learning new skills?

For most people, some extra education is a good idea. But, if going to school or classes while you work doesn't look like an option for you, this outcome might be best.

○ Community College, no support needed

Community colleges offer a lot of different programs. Some people go to a community college to get basic classes out of the way before they go to a university. Other people go to learn some job skills, like math skills or writing skills. Some people take classes just for fun! (I know, unbelievable, but true!)

Is this a good option for you? Well, first, you should know what you would like to learn. Do you need to learn something to get the job you want? Does it make more sense to pick up some classes at the community college before you go to a university? Is there something you really want to learn?

Of course, then you need to know what the community college in your area has to offer. You'll need to check that out. Talk to a counselor or your coach. Call the community college or get a course schedule.

But, I digress. (That means I got off the subject again. Sorry.) All that is what you will need to do if you decide to look at this option.

Now, without further delay, I will talk about what "no support needed" means. You can probably already guess. I mean, we've been talking about supports for weeks and weeks and weeks now. Anyway, some people can go to community college and make it just fine without any assistance. If this is you...great! Although, be careful. Remember, we all get by with a little help from our friends! You might need some supports you don't even think about. Like a ride to school or a tutor for the stupid math class you might have to take even if you want to be an auto mechanic or someone to show you where the library is. Things like that.

○ Community College, support needed

Guess what? This is just like the last option we talked about. Only you need some type of support. Keep in mind that there are all kinds of supports that don't really seem like supports. (Did that make sense? I didn't think so.) What I mean is, you probably don't think about the ticket agency as a COMMUNITY RESOURCE providing supports, even though it is. So think about all the different types of supports and maybe this option will make sense for your needs.

There are several types of support that you might want to think about for all of the post-secondary outcomes. Here are some examples:

- Untimed Tests - That's where you can have as long as you need to take a test. It's a good idea if you have a difficult time reading or writing.

- Audio Taped Lectures - Most college classes have a teacher lecturing (talking) and you take notes. You might need to record the lecture on a tape so you can go back and listen a second or third time. Just what you wanted to do with your weekend, eh?

- Large Print Books and Papers - College classes use textbooks a lot. If you have a visual impairment, you might use a book with larger printing.

- Note Taking Assistant - If you can't take notes for some reason, you can probably have someone who takes notes for you. That may be someone who comes in just to do that. It might be a friend in the class.

- Interpreter - If you have a hearing impairment, you might need the support of an interpreter to sign what the instructor is saying.

These are just a few examples of the types of support you can get to assist you at the community college. That's why **YOU** need to think through and know what supports **YOU** could use. Chances are nobody else will bother and you won't get the support you need and deserve. **YOU** will need to let the college know about the support you need. It will be your responsibility. Remember? That's one of the hard parts of the adult world! You have to be a **MULES** driver! Taking responsibility for yourself. I guess if you don't, someone else might, but then you probably won't be doing what you want to do.

Oh, by the way...your teachers in college won't gripe at you like your teachers in high school if you don't do your work. I mean, you never thought of that as them doing you a favor, did you? Well, keeping on you to finish your work is one service educators provide. Not so in college! Some probably won't care one way or the other if you do or don't do your work. I mean, they figure you are paying for it! If you don't do the work, you fail. Simple.

They will support you if you make your needs known. That's why it is important to know what you need.

○ Technical or Trade School, no support needed

There are lots of different types of trade or technical schools. Each school has classes where you learn job skills. Here are some examples of types of technical or trade schools where you could learn new skills for a job:

- secretary
- court reporting
- travel and tourism careers
- legal office assistant
- word processing
- medical office assistant
- computer technology
- electronics
- business operations
- accounting
- data entry
- graphic illustration
- printing training
- air conditioning, heating and refrigeration
- welding
- auto body repair
- automotive service
- office skills
- photography
- darkroom techniques
- home repair
- painting
- nanny training
- hotel management
- restaurant management
- aircraft maintenance
- drafting and design
- cosmetology
- truck driving

Maybe your city has some other type of school. Like a umiak building tech school! Check the phone book. Who knows? You might find a school that will train you for a job you have never even heard of before!

If you checked this area it would mean you don't need any type of support. But beware...remember what I said about the community college with no support option!

♪♪♪ I get by with ♪♪♪ a little help from ♪♪♪ my friends

I know...I can't sing. We already agreed on that. But, you might think of some type of **support-that-is-not-a-support** that would help you be more successful.

○ Technical or Trade School, support needed

Simple enough. This is just like the last one, but you thought of a few supports.

○ Military or Military School

This would be the Army, Marine Corps, Navy, Air Force or Coast Guard. Never thought of that as a post-secondary option, did you? Well, it's also an employment option. Some people go into the military so that they can get their other post-secondary education, like college, paid for. The different branches of the military have different requirements for enlistment (**that's joining up**). Some disability conditions could keep you out of some parts of the military. You will need to call the local office of the branch of military to get more information. And don't rule this one out if you are a woman. Lots of women are joining the military.

○ University, no support needed

Universities are the 4-year colleges that you attend to get a degree. You may find a university in your city or state where you could earn a degree that will help you get the job you want. You might decide you would rather go to a university out of state. This is a big decision. Universities offer a lot of different programs and they also have different costs. Some are real expensive and some are more affordable. They all have tests you have to take and academic courses you have to have taken to attend. You will need to talk to a lot of people about this option like your counselor, parents and the university people. I know lots of people with disabilities who have done well at the university they chose with and without supports.

○ University, support needed

As Herman's Hermits said....second verse same as the first. What? Who are Herman's Hermits? Oh. I guess I date myself there. They were an old pop-rock group that sang some songs like "I'm Hennnneeerrrryyy the eighth I am. Never heard of them? Sorry. All that means is that this is the same as the one above, only you have some supports you figured out you would need.

○ Adult Education classes, no support needed

You can find adult education classes at a bunch of different places. Where? Well, some cities have recreation programs that have adult education courses. Some neighbors of mine took a country dancing class at the rec center. Sometimes there are adult ed classes at the public school buildings. One that you might know about is GED training. That means General Education Diploma, or something like that. You go to GED programs if you didn't get your high school diploma, but want to get one.

HELPFUL HINT: In some states, (not all) if you receive special education services, you can't get the same diploma other students receive when they graduate. You get an alternate or different diploma or a certificate of attendance (that means you showed up). You need to find out what your state does.

You might think that you don't need GED classes since you are going to graduate from high school pretty soon. Well, that may be true or it may not be. I have a friend named Nancy who discovered that she couldn't get into a community college because her high school diploma was from "special education." She was very upset because it was unfair that she did not have the chance to learn the things she needed to get a regular diploma. But instead of quitting, Nancy did a smart thing. She went to a GED adult education class. When you go to GED classes, you study all sorts of things you need to know to pass a GED test. When you pass the GED test, you get a GED certificate that is the same as a high school diploma. Nancy studied hard. She took the test once and didn't pass. But she studied more and took it a second time and passed it. Nancy says that the first thing she did was to take her GED certificate over to the High School and show them that she could learn what they said she couldn't. She then went on to community college.

There are other kinds of adult education programs. Some of them can help you learn skills, like computer skills, that can help you get a job. Some can help you learn skills that could be for a job or just for fun, like photography or a foreign language.

○ Adult Education classes, support needed

♪♪♪ Second verse ♪♪♪♪

same as ♪♪♪♪ the first.

OK. So I said I wouldn't do that again. So sue me! I like Herman's Hermits. Anyway, this is the same as above, but with supports.

○ Other

This could be almost anything. Maybe you want to learn how to knit, make quilts or go duck hunting. If you want to learn something and can't find it under one of the other options you could write it in here.

OK. It's that time. Time to find out as much as you can about the **COMMUNITY RESOURCES** listed in your ITP or IEP that support post-secondary outcomes. Get out that dog-eared copy of your transition plan. Check it out. See if there are any post-secondary outcomes listed.

If there are, choose one or two and get some information about them. Just like you did for employment. Remember? Like calling the place and seeing what **MULES** they provide. In this case, the community resource agency might be a type of school, like the community college, trade school or university. Or it might be an agency, like vocational rehabilitation, who can provide some supports. You still need to ask them questions, like:

What types of supports does your school/agency offer? Who do you provide support for?

How does a person apply for that support?

After a person applies, how long does it take to get support?

How long will the support last?

You remember how to do this, don't you?

YOU: (Dial)

COMMUNITY RESOURCE agency:
"Hello."

YOU: "I would like to talk to someone about the services your agency offers."

COMMUNITY RESOURCE agency:
"Hold please."

YOU: (wait)

COMMUNITY RESOURCE agency:
"Hello. How may I help you?"

YOU: "I would like to ask a few questions about some of the services you provide."

COMMUNITY RESOURCE agency:
"Great, I'd love to answer
your questions."

YOU: "What type of support does your agency offer?"

COMMUNITY RESOURCE agency:
(answers)

YOU: "Who do you support?"

COMMUNITY RESOURCE agency:
(answers)

YOU: "How does a person apply for your support?"

COMMUNITY RESOURCE agency:
(answers)

YOU: "After a person applies, how long does it take to get support?"

COMMUNITY RESOURCE agency:
(answers)

YOU: "How long will the support last?"

COMMUNITY RESOURCE agency:
(answers)

YOU: "Do you have any written information you could send me? Or could we meet to talk more about your program?"

COMMUNITY RESOURCE agency:
(answers)

YOU: "Thank you."

Yeah, yeah. Calling the agency, asking around at school, checking the phone book. All that stuff. While you are asking these questions, take notes, writing down the answers as you hear them. There is a **POST-SECONDARY COMMUNITY RESOURCE FACT SHEET** at the end of the lesson that you can write on while you take these notes.

All right. Enough talk. Get on with **THE PROGRAM**.

Okay. Let's look at what you've covered this session.

☑ You identified the ____________ resources that you could use to succeed in post-secondary education.

☑ You looked at different kinds of ________-____________ outcomes and the community resources used for them.

☑ You learned how to find out about more community resources that ________ post-secondary education outcomes and how to learn what __________ they provide.

Before the next session, you should have:

- Collected information on all community resources to support post-secondary education outcomes that are listed in your IEP or ITP.
- Talked with other people, including people with disabilities who have used community resources, about the types of services available.
- Talked to the community resource agency or school person listed about their services and, if possible, visited at least one of the schools or agencies.

Okay. So that's it for now.

Later.

Session 15

WHOSE FUTURE GOAL 10: You will identify some community resources you can use to assist you with post-secondary education and training.

☑ You identified the community resources that you could use to succeed in post-secondary education.

☑ You looked at different kinds of post-secondary outcomes and the community resources used for them.

☑ You learned how to find out about more community resources that support post-secondary education outcomes and how to learn what services they provide.

POST-SECONDARY COMMUNITY RESOURCES FACT SHEET

Name ____
Address: ____
Phone: ____________________________________
Who you talked to: ___________________________
Type of support the school/agency offers:
____
____
____
____
____

Who the school/agency supports:
____
____
____
____
____

How to apply for support:
____
____
____
____
____

How long does it take to get support after you apply:
____
____

How long will the support last:
____
____
Other: ____
____
____

THE PROGRAM
Session 16

HOW TO GET WHAT YOU NEED, SEC. 101

WHOSE FUTURE GOAL 11: You will identify some community resources you can use to assist you with residential and living arrangements.

Last session you looked at COMMUNITY RESOURCES that provide adult **MULES** for success in post-secondary education. Before that, you looked at COMMUNITY RESOURCES that provide **MULES** for employment outcomes. In this session you will take a look at COMMUNITY RESOURCES that can provide **MULES** for residential and living outcomes.

Do you see a pattern developing here? Right! By the time this stuff is over, you will have looked at all four of the areas of adult outcomes we talked about way back when you first started **THE PROGRAM**.

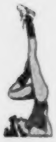
Remember the outcomes you expect when you graduate?

An **employment outcome** is what you expect to do about work.

A **residential or living outcome** is where you expect to live. At home, with a roommate, in a house or an apartment.

A **post-secondary outcome** is what you expect to do about more school after you graduate. Like going to college or vocational school, or just taking classes to learn something you want to know more about.

A **recreation or leisure outcome** is what you expect to do with your spare time (and money!). Like exercising, doing sports, travelling or going to movies.



Of course, these are all important things to think about in your transition planning process. You remember that, don't you?

THE TRANSITION PLANNING PROCESS
......is a bridge to your future.

Transition skills are things you need to know to get from one point in your life to another. It is like walking across a bridge from school to the adult world. Transition planning is building that bridge. Transition planning means making decisions about what you need to learn to be successful as an adult.

(You knew I was going to mention that sooner or later. I mean, I warned you about that, didn't I?)

OK, so back to business. Where were we? Oh yeah...residential and living outcomes. You know, like where you want to live.

Where you live depends on what you are doing. If you are going to a college or university you will probably live in a dorm, an apartment or at home with your family. If you are working full time, you might find your own apartment, live with a roommate or stay at home with your folks.

Your transition plan lists independent living outcomes for adult life. You are going to have to make some **decisions** about what you are going to be doing (working or going to school) before you think about where you are going to live. When you have made those **decisions** you can use them to make a **decision** about where you live.

What kinds of community resources are around to provide **MULES** for residential and living arrangements?

Well, you've got the support-that-is-not-a-support kind of support. Those are the everyday things that people use that they don't think of as supports. Like an apartment locator or a real estate agent. Then you've got supports that might be provided by **COMMUNITY RESOURCES** for people with disabilities. And you've got some kinds of **COMMUNITY RESOURCES** that provide **MULES** for people whether they have a disability or not. For example, one time I moved from an apartment and I had a hard time getting my deposit back from the landlord at the apartment complex. They said I had to clean the drapes or something. So, I went to a **COMMUNITY RESOURCE** that provided tenants' rights advice.

See, the education system isn't the only one with lots of words that nobody else uses. You have to learn the language of real estate if you want to live out in the real world. A deposit is some money you give the person who owns the place where you live (if you are renting or leasing) just in case you leave town without paying your rent. **(I know you wouldn't do that, but they don't. Don't be offended ..everyone has to leave a deposit!)** The deposit is usually one month's rent. The person who owns the place where you live is called the landlord. The person who rents the place is called a tenant.

OK. Back to the thrilling saga about how I got my deposit back. I went to this agency that gave me advice on how to get my deposit. I followed their advice and it worked! So that agency was a **COMMUNITY RESOURCE** too.

Guess what? Your transition plan looks at the type of support you will need to live independently as an adult.

Go ahead and get your transition plan from last year. Find out what is marked for your future under the residential or independent living area. It might look something like this:

RESIDENTIAL OR INDEPENDENT LIVING OUTCOMES

- ○ With parents or relative
- ○ Independent living, no support
- ○ Independent living, support needed
- ○ With roommate
- ○ Supervised apartment
- ○ Group home living, supervised
- ○ Group home living, supervision and training
- ○ Group home living, skilled nursing
- ○ Other ____________________

Here we go again. I mean, you probably thought that there would be a list of types of places to live, like an apartment or a house. But no, that's too easy! Instead, there are these funny things you've never heard about before. Well, actually some of them you've heard of, like living with your folks. But the others, what do they mean? Well,...

○ With parents or relative

That's pretty straight forward, isn't it. You could live with your folks, an aunt and uncle, a grandparent or someone else you are related to. Living independently may mean living with your parents. I mean, its your life...you should be able to live where you want as long as you can afford it. You may decide that it makes a lot of sense to live at home until you save some money and can make it on your own. Or you may choose to live with your folks or a relative for a longer period of time. The important thing here is not where you are living, but that it is where you prefer to live. Either way, remember that living with your folks may be one good option. That is, if they are not **tired** of you and toss you out!

○ Independent living, no support

This means that you will live in your own home, apartment, townhouse, condo, mobile home or cave without any help or support. To do this you will need to know how to do all the things that have to be done, like paying bills, cooking, cleaning, getting cable hooked up, fixing the toilet when it overflows, and so on.

You wanna know something? There aren't many people who can start fresh out of high school or college who can really live independently with no support. In fact, there aren't many adults around who live completely without support. In a minute we'll talk about some kinds of supports, but you should keep in mind that almost everyone needs a hand when they first move out. Most folks get the support they need from family members and friends. So, when you are out on your own in the big, bad world and you wake up in the middle of the night and hear water running and you get up and see that your toilet has overflowed and flooded the floor, don't worry too much about calling your folks immediately!

○ Independent living, support needed

This means you live in your own home or apartment with some kind of support. For example, you might want assistance when paying your bills. You would only need this kind of support a couple of times a month and there are a lot of different ways you could get it. One way would be to have one of your parents or a relative give you that assistance. Another way would be to have a roommate or friend who lends a hand each month. Some COMMUNITY RESOURCE agencies that provide **MULES** for people with disabilities can schedule someone to come over when you need them to lend a hand. You can also pay someone like a CPA (Certified Public Accountant) to handle your finances. This is also a COMMUNITY RESOURCE, it just costs more!

On the other hand, if you need assistance with something like cooking, you will need this support a couple of times a day. I mean, you have to eat more than twice a month, right? Still, there are several ways to get this support. Some people with disabilities have someone who works for them called a personal care attendant (PCA). There are COMMUNITY RESOURCE agencies that provide PCA's or the money to hire a PCA. The PCA works for a person with a disability to do some of the things that he or she cannot accomplish alone. Cooking might be one of these activities. Another good way to get this support is to get a roommate who does the cooking. You might have to clean the bathrooms all the time, but at least you get to eat! Just make sure that your cooking roommate can make more than peanut butter and anchovy sandwiches.

There are other supports that can assist you to live independently. In the support-that-is-not-a-support category, there are cleaning services that you can hire to have someone come in and clean your house, apartment or cave, landscaping services that could send someone to cut your lawn, and pizza delivery services that keep you from having to cook!

But supports are more than getting assistance to take care of the daily chores. Some people need financial support (**help with money**) to make house payments or to pay rent. There are programs to help with buying or renting a place to live. You might need to contact someone at an office of the Housing and Urban Development (HUD). The Social Security Administration can also provide money for use to pay for living costs.

Anyone who buys a house uses all kinds of supports. You have to borrow a huge amount of money from the bank or a mortgage company. And let me tell you, they don't let you use that money for free. You often use the services of a real estate agent as well.

Utility companies have programs that provide supports to pay bills. For example, a person's heating bill is usually worst in the winter months. That makes sense, nobody runs their heater in the summer! Well, maybe if you are a umiak maker you would, because you most likely would live in the frozen north. But anyway, your heating bill may be a lot of money during the winter and not much during the summer. If you ask them, utility companies will usually spread the payments out over the year so that you can make smaller payments each month and not have to use 15 blankets each night during the winter because you can't afford the heating bill!

○ With roommate

Once you decide you can live independently, you can look at the option of having a roommate. You can have a friend or spouse as a roommate. These would be unpaid roommates.

Maybe you could pay someone to live with you. This type of person would be a support person who lived with you, like a personal care attendant.

Someone might even pay to live with you. That only happens if you are the landlord (**you own the house**).

Having a roommate would be something you would need to decide about before you find a house or an apartment. You would need a larger house or apartment if you plan to share it with a roommate. Plus, having a roommate might make it possible to afford a bigger or nicer place since you would have someone to help with the bills.

Be careful choosing that roommate though! You want someone you can get along with. It wouldn't be any fun coming home to share a place with someone you don't like! What if you like rock music and your roommate is always playing country music? What if you are a neatnick and your roommate is a slob?

Sometimes it's nice to have a roommate so you don't get too lonely. Sometimes it's nice to be alone and not have to bother with anyone else. You need to decide for yourself how you want to live.

So far I have only talked about having a roommate while you live independently. With some of the other independent living options, like a group home, you might have a roommate even if you don't necessarily want one. If you choose one of these options, you can still be a **MULES** driver! Let the **COMMUNITY RESOURCE** agency that owns the group home know that you want to be a part of the **decision making** process when you get a roommate. Let them know you already know how to make a **decision** and that you just want to **DO IT!** I mean, you sure don't want to share a room with someone you don't like!

○ Supervised apartment

Some **COMMUNITY RESOURCE** agencies provide **MULES** that support one or more people to live in an apartment in their community. Sometimes this involves several apartments in the same apartment complex, other times it means apartments in different complexes. A person living in a supervised apartment might live alone or with a roommate. Other **COMMUNITY RESOURCE** agencies provide **MULES** that teach people how to live in an apartment by using a supervised apartment for a while, then assist the person to find their own apartment.

○ Group home living, supervised

Group homes are what they sound like. Well, kind of. I mean, its not a "group of homes" where you live in several different homes. They are single family homes where several people, who are not family members, live together.

For people with some kinds of disabilities, this is sometimes the only community-based living arrangement (home in the community) available to them. The house is usually owned by a **COMMUNITY RESOURCE** agency, usually a government body like the county or the state or a private service provider.

The number of people with disabilities who live in the group home is different. Some have only three people living in them. Others have eight people who live there.

Sometimes one or more staff members live at the group home. Other times staff people come in and out of the home during the day and night. Their job is to provide the supports that the people who live in the home need to live as independently as possible.

They might be responsible for making sure that a person has enough support so that they can cook their own meal or go shopping. They might provide transportation to a job or out to a leisure activity.

FUN FACT: Many people with disabilities, their families and the people who advocate with them think that these supports could be given to someone without having to live in a group home. They say that all people have the right to ***A HOME OF THEIR OWN!*** This doesn't mean that everybody has to buy a house, it just means that people shouldn't have to live with other people unless they really choose that. Supported independent living and supervised apartments are good ways to give people ***A HOME OF THEIR OWN!***

Group homes can be found in most types of neighborhoods. If you think this might be an option for you, go check some out. You will want a neighborhood where you will feel safe.

○ Group home living, supervision and training

Some group homes are set up to teach people a lot of skills they might need to live more independently. Almost all group homes have to do things to teach the people who live there how to be more independent. This is called active treatment.

○ Group home living, skilled nursing

This type of living situation is for people who need medical supports to live independently. They are sometimes called ICF's or intermediate-care facilities. It is a group home, where three to eight people with disabilities live, but instead of just having staff people come in and out, there are usually nurses around and a doctor might come by.

○ Other

Well, who knows what this might be! I mean, you might want to buy one of those big silver travel trailers and drive all over the country staying at campgrounds. You might buy a mobile home and live there. On the other hand, this might be something else, like a nursing home or a convalescent center. Many people with disabilities have to live in these places because they are not given any other option.

There are probably several options like these listed on your IEP or ITP. Just because they are listed there does not mean they are a kind of place you want to live. If you want to have a ***A HOME OF YOUR OWN!*** you had better become a **MULES** driver and take a look at what decisions are being made for you!

OK. You guessed it! Time to find out as much as you can about the **COMMUNITY RESOURCES** listed in your ITP or IEP that support independent living outcomes. Back to your transition plan! Check it out.

If you find some **COMMUNITY RESOURCES** that support independent living outcomes, get some information on at least one of them. Just like you did for employment. Remember? Like calling the place and seeing what **MULES**

they provide. If you don't remember how to do this by now, go back and check out the last two sessions.

There is an **INDEPENDENT LIVING COMMUNITY RESOURCE FACT SHEET** at the end of the lesson that you can write on while you take these notes.

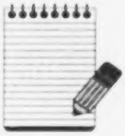
All right. Enough talk. Get on with **THE PROGRAM**.

Okay. Let's look at what you've covered this session.

☑ You identified the _____________ resources that you could use to live independently.

☑ You looked at different kinds of _____________ living outcomes and the community resources used for them.

☑ You learned how to find out about more community resources that support _____________ living and residential outcomes and how to learn what services they provide.



Before the next session, you should have:

- Collected information on all community resources to support independent living outcomes that are listed in your IEP or ITP.
- Talked with other people, including people with disabilities who have used community resources, about the types of services available.
- Talked to the community resource agency or school person listed about their services and, if possible, visited at least one of the agencies.

Okay. So that's it for now.

Later.

Session 16

WHOSE FUTURE GOAL 11: You will identify some community resources you can use to assist you with residential and living arrangements.

☑ You identified the community resources that you could use to live independently.

☑ You looked at different kinds of independent living outcomes and the community resources used for them.

☑ You learned how to find out about more community resources that support independent living and residential outcomes and how to learn what services they provide.

INDEPENDENT LIVING COMMUNITY RESOURCES FACT SHEET

Name ______________________________
Address: ______________________________
Phone: ________________________
Who you talked to: ____________________
Type of support the agency offers:

Who the agency supports:

How to apply for support:

How long does it take to get support after you apply:

How long will the support last:

Other: ______________________________

THE PROGRAM
Session 17

HOW TO GET WHAT YOU NEED, SEC. 101

WHOSE FUTURE GOAL 12: You will identify some community resources you can use to assist you with recreation and leisure time arrangements.

Congratulations! You finally got to the fun stuff. I mean talking about the fun things you like to do. Life would really be boring if all we did was work, work and work!

Recreational and leisure time activities. Your IEP and ITP are supposed to have goals and objectives teaching you how to do what you want for fun after you graduate!

You know, this might be kind of a hidden secret. I mean, what **THE LAW** says is that you should do school work that lets you do the things you like to do more independently. Let's think this through:

school work = learning how to have fun

learning how to have fun = having more fun

---

so:
school work = having more fun!

Hard to believe, isn't it?

Listen, you have to do all that other stuff that may not seem like fun at school. Why not take advantage of this little loophole in **THE LAW** that says you can learn how to have fun?

OK. Now, what do you like to do for fun?

I was just thinking about the types of things some other young people with disabilities like to do for fun. Well, let me give you just a few examples:

backpacking, mountaineering, rock climbing, canoeing, camping, cross-country skiing, snow skiing, water skiing, bike riding, horse-back riding, skating, blading, walking, jogging, running, softball, baseball, basketball, football, soccer, volleyball, swimming, aerobics, weight lifting, ping-pong, tennis, painting, drawing, sculpting, sewing, crocheting, cross-stitch, needlepoint, latch-hook, knitting, quilting, reading, writing, computing, dancing, singing, playing a guitar, playing the piano, playing another type of musical instrument, gymnastics, grow things, raise animals, collect things, fishing, hunting, going to the movies, handball, racquetball..............

I had more, I just ran out of breath. The list could probably go on and on.

But, back to the only question that is really important here.

What do you like to do for fun? Think about it and list as many things as you want.

Having fun and doing fun things is a great part of life. But like other things in life, you have to plan for it! It doesn't just happen. I mean, you might want to go skiing real bad. But no matter how much you want to do it, if you don't figure out how to get to the mountains and how to get skis and how to get on that chair lift and how to cure the blisters on your feet...well, it won't happen. At least, not the way you want it.

Of course, you could always just do what everyone else wants to do.

Not a good idea? Then get with **THE PROGRAM**.

Your transition plan probably calls fun stuff recreation or leisure. It should be no surprise that there are options on your plan about these types of outcomes. They might look like this:

RECREATIONAL AND LEISURE OUTCOMES

○ Independent

○ Family Supported

○ Specialized recreation activities

○ Community parks and recreation programs

○ Local clubs

○ Day program

○ Other

You know the routine! Let's start at the top!

○ Independent

This just means that you can do the leisure activity you want without any support. You may want to do the activity with other people though. It would be hard to play tennis without a partner! Well, maybe with one of those tennis ball machines that spit out tennis balls every two seconds and you have to dodge them and you end up spending most of the time picking up bright yellow tennis balls and........

Sorry, I got carried away.

You could walk, jog, run, ride a bike, knit, crochet, paint and so on by yourself. If you did this without any help you could call it independent.

So you see, an independent activity is something you can do alone or with others. It just means you don't need any assistance or support to be able to do it.

○ Family Supported

Guess what? This is just some type of leisure activity you could do with the support of your family. That might mean that your dad has to drive you to the tennis court to get those bright yellow tennis balls to spit at you. Maybe it means something that you do together as a family. I know a family who likes to water ski every weekend that they can.

The problem I see with the transition outcomes list on a lot of transition forms is that it doesn't list friend supported activities. If you want, you could lump that under this category.

::: I get by with ♪♪♪ a

little help from :::: my friends

I mean, a lot of the things you do for fun are with friends, right? Go to ball games, ride bikes, cruise the mall, go to parties. Definitely not the kinds of things you do with your family. I know a guy who is blind who really likes to ride bikes with a buddy of his. Together they bought a tandem bicycle (**that's a bicycle with two seats, two handlebars and two sets of pedals**). The tandem bicycle and this guy's friend were the supports he used to do the thing he liked most.

○ Specialized recreation activities

There they go with the "S" word again. They just "ized" it. Like **vaporize**, **fantasize** or **super size**. *Special*ized recreation programs can mean a lot of things. Some are programs set up only for people with disabilities to take part in. Some are cool, some are not.

I mean, if you want to bowl, why not join a league with young people your age who probably go to the same school instead of going on Saturday morning and bowling only with other people with disabilities? There are supports that can assist someone with a disability to bowl better, like ball ramps.

On the other hand, have you seen the scores some of your friends without disabilities make when they bowl? You could probably teach them a thing or two! The deal is that you should have a choice about which bowling league you join.

Other *special*ized recreation programs are set up as therapies. A therapy is like a medical treatment. I know a kid who hurt his leg in a car wreck and went to get therapy to help him walk better. After a while he was done with this therapy.

Some *special*ized recreation programs are set up to teach people with and without disabilities how to do something, like mountain climbing or skiing.

Finally, sometimes people with disabilities want to do things with other people who have the same disability. They may choose to go sky diving together or mountain climbing.

○ Community parks and recreation programs

Most towns and cities have a recreation center, sometimes called a rec center. That's the place where there are basketball and volleyball courts, a swimming pool, soccer fields and you name it. Usually the city hires people whose job it is to think of fun things to do all the time. Now, there's a cool job. Anyway, there are lots of parks and rec center programs that let you do things like sports, arts, music, judo, jazzercize and other things. Libraries also have programs for people who like to read in their leisure time.

You will need to check this out 'cause each center may be set up differently. You might want to call your local rec center to see what activities they offer. It might be a lot cheaper than a private club activity. After all, you pay taxes to keep the things running. You might as well enjoy them.

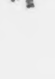
○ Local clubs

The list here could be just as long as the list of activities I told you about at the beginning of this session. You might just find that there is a club for every type of activity you enjoy doing. I mentioned a bike riding club. You might join a health club. How about a umiak building club?

The ADA (remember the Americans with Disabilities Act) guarantees that people with disabilities have equal access to these types of clubs and that they have to provide reasonable accommodations. But, you have to be the **MULES** driver or that might not happen. For example, I know a story about a woman who had a problem getting equal treatment at her health club.

Ellen worked out on the weights at a health club in her community. Her mother, who was also a member of the health club, provided support to her by setting the pins in the weights. But Ellen's mother got sick and couldn't assist her any more. Well, the health club said that another person would not be able to help Ellen due to some crazy rule they had and they wouldn't let Ellen's personal care attendant in without paying. Ellen wanted to work-out because she enjoys staying in shape. She just needed a little support in setting the pins on the weights.

Ellen learned about her rights under the ADA and went to the manager of the health club. She showed him that the health club had to provide a reasonable accommodation for her to participate. She told him that he could either let her PCA in without having to pay so that she could support Ellen by setting the pins, or the health club could have a staff person do it. If they didn't do one of these, she would file a complaint to the government.

The manager decided that Ellen had a point and now her PCA gets in to set the pins. This only happened because Ellen was her own **MULES**  driver!

○ Day program

This might be an option that a person would choose if they don't go to work or school. The day program might be sponsored by a church or a community recreation center. It could be like a camp or just have some activities planned every time. If you live in a nursing home or convalescent center you will probably find some type of day program.

○ Other

Here you can list anything you want to do that I didn't think to mention. Check it out!

Before you go and check things out I want to tell you one more story.

Scott Wagner lived in a group home in Florida when he met David Nathanson. David had volunteered to teach the eight adults who lived at the group home how to jog. All the runners slowly increased their running distance with David's encouragement, but in the end they quit running after a few weeks. Scott did not quit and kept running with David.

After nine months of training, Scott and David ran in a ten-kilometer race. That is about 6 miles. They finished...in last place. That was OK though, they only wanted to finish!

Soon Scott wanted to do more than just finish. They kept training and improved their time in the next race they entered. To become a better runner, Scott began running on his own during the week. Scott and David would run together on Saturdays.

Scott and David entered more races and Scott began getting more confidence in himself and his abilities. He even got a job in a restaurant because he started to believe in himself. By running, Scott learned that he could set a goal and win because he just wouldn't give up.

Scott went on to run in four marathons. A marathon is 26 miles. David was right there beside him in each race.

This story shows how setting goals in recreation and leisure can lead to improvements in other areas of your life. A lot of people feel best about themselves when they are doing something they do well and that they like to do. How about you?

OK. One more time! Find out as much as you can about the **COMMUNITY RESOURCES** listed in your ITP or IEP that support recreation and leisure outcomes. If you find some, get some information about at least one of them.

There is an **RECREATION AND LEISURE COMMUNITY RESOURCE FACT SHEET** at the end of the lesson that you can write on while you take these notes.

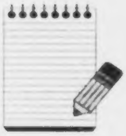
All right. Enough talk. Get on with **THE PROGRAM**.

Okay. Let's look at what you've covered this session.

☑ You identified the community resources that you could use to support __________ and leisure outcomes.

☑ You looked at different kinds of recreation and leisure outcomes and the ____________ ____________ used for them.

☑ You learned how to find out about more community resources that support ____________ and leisure outcomes and how to learn what ____________ they provide.



Before the next session, you should have:

✏ Collected information on all community resources to support recreation and leisure outcomes that are listed in your IEP or ITP.

✏ Talked with other people, including people with disabilities who have used community resources, about the types of services available.

✏ Talked to the community resource agency or school person listed about their services and, if possible, visited at least one of the agencies.

Okay. So that's it for now.

Later.

Session 17

WHOSE FUTURE GOAL 12: You will identify some community resources you can use to assist you with recreation and leisure time arrangements.

☑ You identified the community resources that you could use to support recreation and leisure outcomes.

☑ You looked at different kinds of recreation and leisure outcomes and the community resources used for them.

☑ You learned how to find out about more community resources that support recreation and leisure outcomes and how to learn what services they provide.

RECREATION AND LEISURE COMMUNITY RESOURCES FACT SHEET

Name ____
Address: ____
Phone: ____________________________________ .
Who you talked to: ____________________________
Type of support the agency offers:

____
____
____
____
____

Who the agency supports:

____
____
____
____
____

How to apply for support:

____
____
____
____
____

How long does it take to get support after you apply:

____
____

How long will the support last:

____
____
Other: ____
____
____

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THE PROGRAM
Session 18

HOW TO GET WHAT YOU NEED, SEC. 101

WHOSE FUTURE GOAL 13: You will identify community resources that you would like to have included in your educational plan.

You probably thought that since you finished with the four adult outcomes that **THE PROGRAM** focuses on, you probably wouldn't spend any more time talking about COMMUNITY RESOURCES! Well, almost!

You do, of course, remember the four adult outcomes, don't you?

Sure you do.

An **employment outcome** is what you expect to do about work.

A **residential or living outcome** is where you expect to live. At home, with a roommate, in a house or an apartment.

A **post-secondary outcome** is what you expect to do about more school after you graduate. Like going to college or vocational school, or just taking classes to learn something you want to know more about.

A **recreation or leisure outcome** is what you expect to do with your spare time (and money!). Like exercising, doing sports, travelling or going to movies.

Don't worry, I'm not going to do that schtick about the transition planning process right now. Maybe later, but not now.

Over the last four weeks you have learned that there are scads and scads of community resources that provide **MULES** in each of these outcome areas.

MULES in the adult world stand for:

My
Unique
Life
Elevating
Supports

The adult **MULES** give you the support you need to reach your goals. That's why we call them ***LIFE ELEVATING*** supports. They should ***LIFT YOU UP*** to greater things! These adult **MULES** are set up to provide support to people with disabilities.

But, hopefully, you also figured out that you have to be the **MULES** driver if you really want to reach the outcomes you want.

Simple enough, right? I mean, four outcome areas. There are a lot of things that have to happen in those four areas, but still, four is easy, right?

But, what's the golden rule? You got it! Nothing is ever simple. Not when it comes to educational planning and adult living!

There are a lot of adult outcomes other than the four you've been looking at. Some IEP's and ITP's might list them. Some other ones I've seen include adult responsibility outcomes, like voting or driving a car, medical services outcomes, transportation outcomes and income/resource outcomes.

Guess what? There are **COMMUNITY RESOURCES** for each of these!

Where does it all end, you ask? (**Or are you asking when all of this program will end**?) Either way, it ends with you and with what is important for you to succeed as an adult!

Take part of this time to think about other adult outcomes where you might use **COMMUNITY RESOURCES** to provide supports. If you want, you can use the time to look back at the **COMMUNITY RESOURCES** you discovered when you looked at the four outcome areas. You could even finish up some of that work if you need. I mean, it's your program.

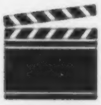
Make sure you leave some time at the end of the session to finish up.

See you in a bit!

♪♪♪ ♪♪♪ ♪♪♪♪

Done? Good! Now, one last thing with **COMMUNITY RESOURCES**. So far you've looked at the **COMMUNITY RESOURCES** that were identified in your last IEP or ITP meeting. If you were a part of that meeting and these supports are exactly the types of things you need meet the adult outcomes you want...great!

If not, maybe you need to think of the supports you will need to meet the outcomes you want.



You learned a lot about **COMMUNITY RESOURCES** while you were doing this (I hope!). Think back about what you learned, the types of supports you think you might need, and the outcomes you might want. Go back to some of the summary sheets if you want.

In each of the four adult outcome areas we talked about, list the community resources that you think might provide the **MULES** you could use to become more independent as an adult. You can use the sheet that is at the end of this session or write it on your own.

I don't care, it's your program!

Okay. Let's look at what you've covered this session.

☑ You identified some more __________ outcomes, like adult responsibilities, medical services outcomes, transportation outcomes and income/resources outcomes.

☑ You thought about some ___________ ______________ that might provide some support for these outcomes.

☑ You looked at the community resources that were ____________ in your last IEP or ITP.

☑ You came up with some community resources that you might want to include on your next ______________ plan.

Before the next session, you should have:

✎ Finished getting information about at least one community resource agency in each of the four adult outcome areas.

✎ Talked with your family, teacher or adults who use community resources about their experiences.

✎ Listed some different community resources that might help you achieve the outcomes you want.

Okay. So that's it for now.

Later.

Session 18

WHOSE FUTURE GOAL 13: You will identify community resources that you would like to have included in your educational plan.

☑ You identified some more adult outcomes, like adult responsibilities, medical services outcomes, transportation outcomes and income/resources outcomes.

☑ You thought about some community resources that might provide some support for these outcomes.

☑ You looked at the community resources that were written in your last IEP or ITP.

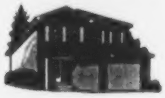
☑ You came up with some community resources that you might want to include on your next transition plan.

COMMUNITY RESOURCES PLANNING SHEET

1. EMPLOYMENT AND VOCATIONAL OUTCOMES

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

2. RESIDENTIAL AND LIVING OUTCOMES



1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

2. POST-SECONDARY EDUCATION OUTCOMES

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

2. RECREATION AND LEISURE OUTCOMES

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

THE PROGRAM
Session 19

GOALS, OBJECTIVES AND THE FUTURE

WHOSE FUTURE GOAL 14: You will identify goals and objectives on your IEP and ITP.

See if you agree with this sentence.

"Before I **SET GOALS** for my transition planning meeting, I should know what goals are."

Agree? I thought so! The word "goals" keeps coming up all through **THE PROGRAM**. I mean, you learned way back that **THE LAW** says that after you are 16 your IEP goals must be based on your plans for your adult life. You also saw that at IEP and ITP meetings people set goals for your school program. Plus, you decided that to be able to set goals, you needed to learn how to make decisions. All this is well and good, but......

WHAT'S A GOAL?

I'm glad you asked!

A **GOAL** is something that you aim for or something that you set out to do. It is something you work at to make happen. **GOALS** can be long-term or short-term. Long-term means a long way away, so long-term **GOALS** are **GOALS** that you will reach a long time from now. Short-term **GOALS** are **GOALS** you want to reach in a shorter time.

I'll give you an example. Maybe you've had a problem staying awake in class lately. You may have a short-term **GOAL** to stay awake for the whole class period today. That's a short-term **GOAL** because you will know at the end of the class whether you reached that **GOAL**. Probably as you are startled awake by the class bell and you lift your head off of the desk where you slobbered all over your notebook.

You may also have a **GOAL** to finish high school. That is a longer time off. You won't know if you have reached that **GOAL** until after you are supposed to graduate. And if you keep falling asleep like that you might not reach that **GOAL**!

OBJECTIVES are the steps you take to reach your **GOAL**. So, for example, if your **GOAL** is to stay awake in class, the objectives you set might be to go to bed on time the night before, drink a coke before class to get the caffeine and pinch yourself each time you feel your head starts to bob and weave like a prize fighter's.

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OBJECTIVES for reaching the **GOAL** of graduating from high school might be passing each class you take, studying at least 10 hours per week and staying awake in class.

You probably have set **GOALS** for yourself. Think back to **Session 3**. You thought about what you wanted to do on June 1 the year you graduate. Remember? Where you wanted to live, work, go to school or play? What outcomes did you want to reach?

Let's think this through. Since you've been working on **THE PROGRAM**, you've learned that you need to get involved in the meeting that plans your school program. Why? Well, one reason is that the meeting is held to:

- see if you can get services that you need to learn better;
- make plans for your adult life;
- talk about how you are doing at school;
- change your class schedule;
- talk about graduation or school changes.

Those are all things you need to be a part of planning, right?

OK. Now, the reason you even bother to have a school program where you have meetings to plan is because............?

No, not because if you don't they will come and get you out of bed and drag you to school anyway.

It's because you have things you need to learn to be more independent when you are an adult. Oh yeah! Everyone has to learn these things.

So the purpose of your school program is to get you ready to do better as an adult and be more independent. Don't forget......

school work = more fun things to buy!
&
school work = having more fun!

What? What do you mean you don't believe me? I mean, I proved both of these to you before using a complicated deductive reasoning process.

(Deductive reasoning is what detectives use to solve a crime...you know, like finding out facts and using those facts to come to a solution or answer.)

Anyway, you at least should believe that what is most important to earn more money as an adult is how much education you have. I mean, I didn't use some sneaky way of figuring that out...I just read it and told you about it.

Where were we? Oh yeah... school planning meetings, like IEP and ITP meetings, decide your school program. Your school program is what you need to learn to live more independently as an adult. At your IEP or ITP meeting they write **GOALS** to help you reach the outcomes you (or Other People) choose. Outcomes are what you expect to do after you graduate.

BEST COPY AVAILABLE

After you learned all that, you spent some time learning a good **decision-making** process.

What **decision-making** process? **DO IT!** of course.

Sure, I knew you were just testing me. Don't do that to me...it makes me think you're not listening.

OK. You used the **DO IT!** process to learn to **make decisions** about what adult outcomes you would like to achieve. Like where you want to live, work, go to school or play.

Outcomes are what you expect to happen. Like you expect to live in a one-bedroom apartment with a roommate or you expect to work at **Burger Beast** as an assistant manager.

You learned a good way to **make decisions** about what adult outcomes you would like. The problem is, now you have to do something about it.

I mean, expecting something to happen doesn't make it happen, does it now?

Here you did all this work to make a **decision** about something, like where to live or work. You figured out your problem, used **COMMUNITY RESOURCES** to outline your options, identified the outcomes of each option and then took action and made a **decision.**

Good job. Now you have this decision you have made. That part is over. Whew! What a lot of work.

Now what? That decision just sits there if you don't do something with it. So you decided to live in that apartment or get that job. These are the outcomes you want...what you expect to happen. How are you going to make them happen? Somebody somewhere once said that success doesn't come to those who wait, and it doesn't wait for anyone to come to it.

So, what are you going to do? Go ahead, make a guess! What's next?

HELPFUL HINT: Look in the box at the beginning of this session that lists the **WHOSE FUTURE GOAL** for **Session 19**.

Right! Nothing is ever simple. There is more work. You have to set some **GOALS** to reach those outcomes. Outcomes are what you expect to happen. **GOALS** are what you aim to do to make those outcomes a reality.

Think of it this way.

Go find a map or atlas. Any map, it doesn't matter. I'll wait.

♪♪♪ ♪♪♪ ♪♪♪♪

Now, put your finger on where you are right now. That's OK, you can get some assistance if you need.

Got it? Good. Now, take your other hand and point to another place on the map. It doesn't matter where, but point to a place you would like to go.

Got it? All right. Now, that finger that's pointing to where you are right now? That's just that....where you are now, at this minute. The finger that's pointing at the other place? That's where you've decided you want to be. That's like an outcome. On one hand (or finger) is where you are now, on the other hand (or finger) is where you expect to be later.

How do you get from one finger to the other?

Right...the roads. You could use one finger to trace roads that lead you from where you are to where you want to be, right?

GOALS are like the roads. They are how you get from now to the **FUTURE**!

Surprise! You are going to learn how to set **GOALS** to reach the outcomes you have identified.

But first...wait a minute. Don't lift your fingers from those spots on the map. Still there? Good.

Now, you've got one finger on where you are now and one on where you want to be later. Without lifting either finger, trace the road that could lead you between the two.

Go ahead, give it a try. I'll wait.

♪♪♪ ♫♪♪ ♪♪♪♪

Having problems? Can't do it? Of course not. Unless you used your nose or your feet. In any case I just did that to make you squirm all around like that.

I couldn't resist. Sorry. I won't do that again. At least not soon. You can lift your fingers now.

School programs use **GOALS** to get to the outcomes students (or Other People) choose. You are going to learn to think about **GOALS** and objectives, how to write them and how to keep up with them.

But **GOALS** are important for more than just school. You can use **GOALS** all through your life to help you be more independent. **GOALS** give you something to work on, something to do to get what you want. Here is one example of **GOALS** being important in all parts of our lives:

Dan Winchester has a Ph.D. in psychology. He is a psychologist and is known as "Doctor Dan". But, Dan Winchester is also a runner. He runs a lot. He got to where he wanted to run a marathon. So, he signed up for the New York marathon. Dan set two **GOALS**. One was to finish. The other was to run the marathon in less than ten hours. A marathon is a 26 mile race. Now if you know anything about marathon races you will know that most people set **GOALS** to finish in a lot less time than ten hours.

Dan set his **GOALS** at ten hours because he had a good understanding of his abilities. Dan has cerebral palsy. He uses many types of supports to do all the things he does. He uses a wheelchair to race, a computer and mouth stick to write and many friends to assist him with activities like changing his clothes.

Dan enjoyed the help and encouragement from his friends as he raced in the New York marathon. He got frustrated when he realized he would not finish in ten hours like he wanted. But, he didn't give up and quit. It took him eleven hours and twenty minutes to finish. He did accomplish his **GOAL** of finishing the marathon. He wouldn't have gotten that far without a **GOAL**!

His **GOAL** for the next marathon is to break the 10 hour mark.

I think he will probably do it.

In IEP and ITP meetings, the **GOALS** are written down. Then someone writes **OBJECTIVES** to reach these **GOALS**.

Remember, **OBJECTIVES** are the steps you use to reach the **GOAL**. It's probably a good idea to take a look at some **GOALS**, then you can learn more about how to write **GOALS**.

Get the copy of your transition plan or IEP or whatever has the latest **GOALS** you are working on in your school program. Take a few minutes to find the **GOALS** and **OBJECTIVES** written for you to work on. If you need some assistance, your coach can lend a hand.

Take a minute to do this. I'll wait.

♪♪♪ ♪♪♪♪ ♪♪♪♪

OK. You've seen some real live, honest to goodness, dyed in the wool **GOALS** and **OBJECTIVES**. Yeah, yeah, yeah, I know. You've had more exciting times. I didn't say these things were as exciting as the last day of school. On the other hand, they are important for your **FUTURE**.

For the rest of this lesson, you are going to look at some **GOALS** and also learn how to write them.

In the next few lessons you will look at **GOALS** in the four adult outcomes you have been working on and will come up with some ideas for your own **GOALS**. In the last session in this section you will learn how to track **GOALS** so you can figure out how you are doing.

Ready? Well, ready or not.... here we go! For the next few minutes you are going to **WIGOUT!**

What's that mean?

Easy. It means:

W riting
I nstructional
G oals and
O bjectives for
U se in
T ransition!

OK. Here are the **WIGOUT!** rules.

WIGOUT! RULE 1: **GOALS** and **OBJECTIVES** for your school program should be written to reach outcomes you have helped decide on and that are based on your unique interests and abilities.

This shouldn't come as a surprise. I mean, its what we've been talking about all along! Before you write any **GOALS**, you need to think about your interests and abilities. You need to look at your limitations and the supports you could use to learn best. You need to make decisions about the types of outcomes you want as an adult.

Then you're ready to write **GOALS**.

WIGOUT! RULE 2: You have to write **GOALS** that you can reach and that you have some control over achieving.

This seems silly but it's important to remember that you need to write **GOALS** that you can really reach and that you can make happen. Let's look at some examples.

I could write a **GOAL** to move into a mansion with six game rooms, 14 bathrooms, an inside bowling alley and a movie theater, just like I saw on *Lifestyles of the Ridiculously Rich and Famous*. I mean, that's something I want to happen...sure! Who wouldn't?

Then I go out to work on my computer job. I get my first paycheck and my second. Even after my 100th paycheck I'm still living at home.

And my parents are getting tired of me and are about to boot me out!

My **GOAL** didn't help much. Why? Because I can't reach it. It was too much, too soon. Maybe someday, when I'm *Rich and Famous* myself, then I can buy that mansion. Until then, maybe I should write a **GOAL** about something I like that I can reach...like moving into an apartment.

You can also end up writing **GOALS** that you don't have any control over. Like, if I write a **GOAL** about my favorite baseball team winning the World Series. I probably won't reach that **GOAL** because I don't have any control over how well the team plays, even if I go out to cheer for them every day.

WIGOUT! RULE 3: **GOALS** and **OBJECTIVES** have to be measurable. That means that you have to be able to tell how you are doing on them.

GOALS and **OBJECTIVES** are measurable. Does that mean you take out a ruler and see how long they are? Of course not. It means that you have to figure out some way to tell when you reach your **GOAL**. Otherwise, you might just keep working on it and working on it. Like the

Energizer Bunny ©.....your **GOALS** just keep going and going and going and going.

In the last lesson in this session, you will look at some ways that you can measure your progress on **GOALS**. But for now, let's look at two **GOALS** and you tell me which one is measurable. Check ✓the one that is measurable.

☐ Fake **GOAL** A: Bryan Adams will do really, really good in math.

☐ Fake **GOAL** B: Bryan Adams will get at least a "B" on all his math papers.

Right!

☑ Fake **GOAL** B: Bryan Adams will get at least a "B" on all his math papers.

I mean, what in the world is "really, really good"? Usually, a written **GOAL** tells how to measure it. In this example, if Bryan gets a "B" on all his math papers, he will have reached his **GOAL**.

OK. Try another one. Check ✓the one that is measurable.

☐ Fake **GOAL** A: Amanda will swim three laps of the pool without drowning.

☐ Fake **GOAL** B: Amanda will learn to swim better.

Right!

☑ Fake Goal A: Amanda will swim three laps of the pool without drowning.

See? This stuff is a breeze. Be careful though. Sometimes you can end up writing silly **GOALS** to try to be measurable. Look at this and tell me why you think this is not a good way to write a **GOAL**.

Amanda will swim three of four laps of the pool without drowning.

OK. Well. It's reachable....three laps isn't that bad. And it's measurable, she just has to swim three of every four laps without drowning.

What's the problem? Well, if she swims four laps and doesn't drown on three of them, what in the world did she do on the other one? Drowned, probably! That's not what was meant, of course, but it makes the goal look silly!

***WIGOUT! RULE 4*:** **GOALS** and **OBJECTIVES** should have a time to start and a time to end.

Usually when you set a **GOAL**, you also set a time that you will reach that **GOAL**. This is to help you keep track of how you are doing on the **GOAL**.

Well, it's also to get you off your rear end and work on it instead of always saying that you will get to it tomorrow! But, of course you would never do that, would you?

Anyway, you should have a time when you start and a time when you want to finish. The time you start is usually easy.

For example, if you are writing a **GOAL** for the next school year, you will begin working on it in September or October of that school year.

The finishing date is the tricky bit. You don't want to set the date so that you can't reach the **GOAL**, because then you will just have to set a new date. On the other hand, you don't want to set it too far away either.

Let me give you an example, then you can look at some other examples and figure out whether they are too short, too long or just right.

One **GOAL** I have is to learn to type on a computer keyboard so I can get a job as a computer programmer and move out from my parents' house because they are getting tired of me and are about to boot me out.

If I decide that I will set that **GOAL** to be finished in one week, I will probably not reach that **GOAL**. I can't learn to type in only one week. Even as clever as I am. If I set the **GOAL** for five years, it will be too long. In five years I probably won't even remember I set the **GOAL**!

So, I set the **GOAL** to learn to type in one semester.

OK. Look at these **GOALS**. Put an "S" in the box if you think the **GOAL** is too short. Put an "L" in it if it is too long. Put an "R" in the box if it seems about right.

☐ learn the Cotton-Eyed Joe (a dance) in three years
☐ move into a mansion by the age of 22
☐ learn to roller-blade in six weeks
☐ learn to repair a car in one-month
☐ move into an apartment one-year after graduation
☐ learn to ride the bus in one year

Well, what do you think? Take a look at what I put and compare your answers. On a couple, we might have different answers but depending on the person, each might be right. But, anyway, this gives you an idea about what might be too long and too short.

L learn the Cotton-Eyed Joe (a dance) in three years
S move into a mansion by the age of 22
R learn to roller-blade in six weeks
S learn to repair a car in one-month
R move into an apartment one-year after graduation
L learn to ride the bus in one year

OK. If a person is really, really clumsy, it might take them three years to learn the Cotton-Eyed Joe or it might take longer to learn to roller-blade. You don't have to be exactly right on when you reach the **GOAL**. But the finishing date should be how long you think it will really take to reach the **GOAL**.

WIGOUT! *RULE 5*: **GOALS** and **OBJECTIVES** should be written in terms of expected outcomes.

This kind of sounds like

WIGOUT! *RULE 1* which said that **GOALS** and **OBJECTIVES** should be written to reach outcomes based on your interests and preferences.

But the point of that rule was that you need to be involved in writing the **GOALS**. The point to this rule is that a written goal should talk about outcomes, not processes.

Remember, outcomes are what you expect to happen. Like getting a job as a computer programmer or as an assistant manager at **Burger Beast**. Like living in an apartment or with a roommate.

We talked about processes earlier when we talked about **decision-making**. A process means that there are a lot of steps that have to happen before everything is finished. We talked about a process one other time, remember?

THE TRANSITION PLANNING PROCESS
......is a bridge to your future.

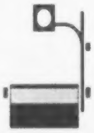
Transition skills are things you need to know to get from one point in your life to another. It is like walking across a bridge from school to the adult world. Transition planning is building that bridge. Transition planning means making decisions about what you need to learn to be successful as an adult.

Of course you remember! I mean, I've mentioned this four times now. Gosh...only three more times to go!

OK. Back to the **FUTURE**. Or, back to learning about setting **GOALS** for the **FUTURE**.

GOALS should talk about outcomes, not processes. So a **GOAL** that says that you will "work on 15 math papers" doesn't do much good. It should say you will "get at least a B on 15 math papers" or "complete 15 math papers".

Well, that's about all for now. In the next few sessions we can look more at **GOALS** that are written for you and think about **GOALS** you could suggest.



Okay. Let's look at what you've covered this session.

☑ You learned a ________ is something you aim for or something you set out to do.

☑ You saw that there are ______-term and ______-term goals. Long-term **GOALS** are **GOALS** that you will reach a long time from now. Short-term **GOALS** are **GOALS** you want to reach in a shorter time.

☑ You learned that ____________ are steps you take to reach your goal.

☑ You saw that the __________ planning process uses goals to reach the ________ chosen at the planning meeting.

☑ You learned that five _______ for writing good goals are:

1. They work on ___________ you have helped decide on based on your interests and abilities.
2. You can reach them and have __________ over working on them.
3. They are ________.
4. They have a _______ and ending point.
5. They are written in terms of __________.

Before the next session, you should have:

- Proven to yourself that there are real live goals written in your IEP or ITP.
- Talked with your teacher about writing goals if you're not sure about the rules in this lesson or want some extra support.

Okay. So that's it for now.

Later.

Session 19

WHOSE FUTURE GOAL 14: You will identify goals and objectives on your IEP and ITP.

☑ You learned a goal is something you aim for or something you set out to do.

☑ You saw that there are long-term and short-term goals. Long-term **GOALS** are **GOALS** that you will reach a long time from now. Short-term **GOALS** are **GOALS** you want to reach in a shorter time.

☑ You learned that objectives are steps you take to reach your goal.

☑ You saw that the transition planning process uses goals to reach the outcomes chosen at the planning meeting.

☑ You learned that five rules for writing good goals are:

1. They work on outcomes you have helped decide on based on your interests and abilities.
2. You can reach them and have control over working on them.
3. They are measurable.
4. They have a starting and ending point.
5. They are written in terms of outcomes.

THE PROGRAM
Session 20

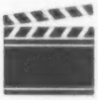
GOALS, OBJECTIVES AND THE FUTURE

WHOSE FUTURE GOAL 15: You will identify goals for vocational and employment outcomes.

Here I am again. Kind of like the Energizer Bunny ©.....I just keep coming back and coming back and coming back and coming back.

We were looking at **GOALS**, remember? Sure you do. A **GOAL** is something that you aim for or something that you set out to do. It is something you work at to make happen. Like staying awake in class.

One really important thing about **GOALS** is that they are what school districts use to make sure that you get the educational program you need to succeed as an adult. You probably remember that one of the reasons to have ITP and IEP meetings is to write **GOALS** and **OBJECTIVES** to help you reach outcomes the team identifies.



Last **Session** you checked your IEP or ITP form from last year to make sure that there were some real live **GOALS** written on them. For the next few sessions you are going to look at these **GOALS** and identify other **GOALS** that you might want to include in future plans. We are going to start with vocational and employment outcomes. Get out that IEP or ITP form and pick out the **GOALS** that are related to this outcome.

Your coach can assist you to find out which **GOALS** might be vocational and employment **GOALS**.

Those **GOALS** are probably going to be related to the vocational and employment outcomes that were written on the IEP or ITP form.

Remember those?

We looked at them back in **Session 5**. It would probably be a good idea to look at the School Record Review Sheet from **Session 5**. You can use that to remember what outcomes were listed on your IEP or ITP.

Once you have found the **GOALS** related to vocational and employment outcomes, use the **WIGOUT!** rules to look at them more closely.

Remember the five rules?

WIGOUT! *RULE 1*: **GOALS** and **OBJECTIVES** for your school program should be written to reach outcomes you have helped decide on and that are based on your unique interests and abilities.

WIGOUT! *RULE 2*: You have to write **GOALS** that you can reach and that you have some control over achieving.

WIGOUT! *RULE 3*: **GOALS** and **OBJECTIVES** have to be measurable. That means that you have to be able to tell how you are doing on them.

WIGOUT! *RULE 4*: **GOALS** and **OBJECTIVES** should have a time to start and a time to end.

WIGOUT! *RULE 5*: **GOALS** and **OBJECTIVES** should be written in terms of expected outcomes.

When you look at the **GOALS** you identified from your IEP or ITP that relate to vocational and employment outcomes, use the **WIGOUT!** *Checklist* at the end of the session to learn more about each **GOAL**.

Go ahead, take a look at those **GOALS**. I'll wait.

♪♪♪ ♪♪♪ ♪♪♪♪

Finished?

Good! Now you have a better idea of the **GOALS** on your IEP or ITP that are related to vocational or employment outcomes. But these are **GOALS** that are on this year's IEP or ITP.

We need to look into the **FUTURE**. To begin to think about some goals that you would like to see included in your educational program for next year. To do this, you need to think back about the types of outcomes you want to achieve.

It's **decision-making** time again! Back in **Sessions 7** through **12** you learned how to make decisions using the **DO IT!** process. In fact, you spent some of those sessions learning how to use the **DO IT!** process to make decisions about what outcomes you would like to happen about where you live after you graduate.

You have looked at the goals on your IEP or ITP from last year that relate to vocational and employment outcomes.

An **employment outcome** is what you expect to do about work.

You might agree that those are good goals. You might think that those are all the goals you need. Or, you might think that you want some other goals. For the rest of this **session** you are going to work on writing at least one additional goal related to employment or vocational outcomes. You could write another goal that would help you reach the outcomes already written on your current IEP or ITP. Or, you could write a goal that helps you reach a different outcome.

First, you need to decide what outcome you want to work for. That's where the **DO IT!** process comes in again. Remember that **DO IT!** stands for:

Define your problem
Outline your options

Identify the outcome of each option
Take action
! Get excited

Use the **DO IT!** process to come up with an employment or vocational outcome you would like to work toward. Don't worry, this doesn't mean that what you **decide** on now is the only thing you will be able to work toward for the rest of your school career. You and your team may decide on other things...that's what the meeting is for. This just gives you a head start thinking about these issues.

Once you have an idea about the outcome you would like to achieve, write a goal that assists you to reach that outcome. The **WIGOUT!** ***Workup*** provides some suggestions for writing the goal.

WIGOUT! *Workup*

1. Outcome identified in the **DO IT!** *process:*____________________
____
____
____

*2. Skills that I need to work on to achieve this outcome*____________
____
____
____
____

3. Which skill seems most important?
____
____
____
____
____

4. What would show I had learned this skill? ____________________
____
____
____

*5. How long would it take me to learn this skill?*____________________
____
____
____

GOAL - I will ____________________

____

(Write in the skill you will learn as an outcome, like in question 4).

by ______________________________

______________________________.

(Write in the date when you will be finished or how long it will take you to learn that skill, as in question 5)

Example

1. Outcome identified in the* DO IT! *process: Computer programmer.

2. Skills that I need to work on to achieve this outcome: typing, basic and advanced math, business skills, basic electronics.

3. Which skill seems most important? typing (at the moment)

4. What would show I had learned this skill? I was able to type a letter at 50 words per minute with 3 or fewer mistakes.

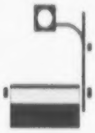
5. How long would it take me to learn this skill? one semester

GOAL - I will type a letter at 50 w.p.m. with 3 or fewer mistakes

(Write in the skill you will learn as an outcome, like in question 4).

by the end of this semester (semester ends May 16).

(Write in the date when you will be finished or how long it will take you to learn that skill, as in question 5)



Okay. Let's look at what you've covered this session.

☑ You identified the __________ and vocational goals in this year's IEP or ITP.

☑ You used a set of __________ to look at them more completely.

☑ You used a __________-__________ process to identify the employment and vocational outcome you might want to work on.

☑ You wrote another __________ or vocational goal.

Before the next session, you should have:

- Finished evaluating your current employment and vocational goals.
- Written another employment and vocational goal.

Okay. So that's it for now.

Later.

Session 20

WHOSE FUTURE GOAL 15: You will identify goals for vocational and employment outcomes.

☑ You identified the employment and vocational goals in this year's IEP or ITP.

☑ You used a set of rules to look at them more completely.

☑ You used a decision-making process to identify the employment and vocational outcome you might want to work on.

☑ You wrote another employment or vocational goal.

WIGOUT! Checklist

Vocational and Employment Outcomes

GOAL: ____

____

____

____

(write the goal in the lines above)

Did you help write this **GOAL**? ☐ Yes ☐ No

Is this **GOAL** based on your unique interests and abilities? ☐ Yes ☐ No

If so, what interest or ability does the **GOAL** reflect? ______________________

____

Is this **GOAL** something that can be reached? ☐ Yes ☐ No

Is this **GOAL** one that you can control reaching? ☐ Yes ☐ No

Is this **GOAL** measurable? ☐ Yes ☐ No

If so, write how it can be measured. ______________________

____

____

Does it have a starting time and an ending time? ☐ Yes ☐ No

If so, when does (did) it start? ______________________

When does (did) it end? ______________________

Is it based on an outcome? ☐ Yes ☐ No

If so, what is that outcome? ______________________

THE PROGRAM
Session 21

GOALS, OBJECTIVES AND THE FUTURE

WHOSE FUTURE GOAL 16: You will identify goals for post-secondary education outcomes.

Hi! Glad you came back. Did you write the goal for the employment or vocational outcome you preferred? Hang on to your work because you can use that information when you actually go to your meeting.

This session you are going to do the same thing for your post-secondary education outcomes.

Remember?

A **post-secondary outcome** is what you expect to do about more school after you graduate. Like going to college or vocational school, or just taking classes to learn something you want to know more about.

You learned a lot more about options for post-secondary outcomes when you looked at **COMMUNITY RESOURCES** to provide support for this outcome.

Time to look at **GOALS** related to the post-secondary education outcomes that were written on your current IEP or ITP. Take a look at that School Record Review Sheet from **Session 5** to see if it gives you any ideas about what post-secondary education outcomes were selected for you. If there was one of the outcomes listed, like those discussed in **Session 15**, there should be a goal written about that outcome. If the outcome selected was "none" there might not be any goals related to that outcome.

If there aren't any post-secondary education goals on your ITP or IEP, you won't be able to look at them! Makes sense, right? So you could skip the next part. But, if you have found a post-secondary education goal, use your **WIGOUT!** rules to look at it more closely.

One more time, here are those rules.

WIGOUT! *RULE 1*: **GOALS** and **OBJECTIVES** for your school program should be written to reach outcomes you have helped decide on and that are based on your unique interests and abilities.

WIGOUT! *RULE 2*: You have to write **GOALS** that you can reach and that you have some control over achieving.

WIGOUT! *RULE 3*: **GOALS** and **OBJECTIVES** have to be measurable. That means that you have to be able to tell how you are doing on them.

WIGOUT! *RULE 4*: **GOALS** and **OBJECTIVES** should have a time to start and a time to end.

WIGOUT! *RULE 5*: **GOALS** and **OBJECTIVES** should be written in terms of expected outcomes.

When you look at the **GOALS** you identified from your IEP or ITP that relate to post-secondary education outcomes, use the **WIGOUT!** ***Checklist*** at the end of the session to learn more about each **GOAL**.

Go ahead, take a look at those **GOALS**. I'll wait.

♪♪♪ ♪♪♪ ♪♪♪♪

Finished?

Good. Now you have a better idea of the **GOALS** on your IEP or ITP that are related to post-secondary education outcomes.

But that was then and this is now. Back to the **FUTURE**! Time to come up with at least one goal that you might like to see included.

If there were no post-secondary education goals written on your IEP or ITP and you still think that post-secondary education is not an outcome you will be involved with, go back and read **Session 15** again. Education is for everyone. It's called life-long learning.

Surely you can come up with something you want to learn after you leave high school. Like how to ride a horse, or draw, or speak a different language or do taxes or...well, you need to figure it out.

Use the **DO IT!** process to come up with a post-secondary education outcome you might like to work toward. Use the

***WIGOUT!* Workup** to come up with a goal. Once you have an idea about the outcome you would like to achieve, write a goal that assists you in reaching that outcome. The ***WIGOUT!* Workup** provides some suggestions for writing that goal.

Happy ***WIGgingOUT!***

WIGOUT! Workup

1. Outcome identified in the* DO IT! *process:__________________________

____

____

____

2. Skills that I need to work on to achieve this outcome__________________

____

____

____

____

3. Which skill seems most important?

____

____

____

____

____

4. What would show I had learned this skill? __________________________

____

____

____

5. How long would it take me to learn this skill?__________________________

____

____

____

GOAL - I will __________________________

____

(Write in the skill you will learn as an outcome, like in question 4).

by________________________________

____________________________________.

(Write in the date when you will be finished or how long it will take you to learn that skill, as in question 5)

Example

1. Outcome identified in the* DO IT! *process: Go to Community College to get Associates Degree in Computers.

2. Skills that I need to work on to achieve this outcome: meet admission requirements, pass courses in high school that I will need, pass entrance exam.

3. Which skill seems most important? pass entrance exam.

4. What would show I had learned this skill? Passing the exam..

5. How long would it take me to learn this skill? Three months of studying for the exam.

GOAL - I will pass the community college entrance exam

(Write in the skill you will learn as an outcome, like in question 4).

by June 1 (due date for admission forms)__________.

(Write in the date when you will be finished or how long it will take you to learn that skill, as in question 5)

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Okay. Let's look at what you've covered this session.

☑ You identified the __________-____________ education goals in this year's IEP or ITP.

☑ You used a set of ________ to look at them more completely.

☑ You used a decision-making process to identify the post-secondary education __________ you might want to work on.

☑ You wrote another post-secondary education ________.

Before the next session, you should have:

✎ Finished evaluating your current post-secondary education goals.

✎ Written another post-secondary education goal.

Okay. So that's it for now.

Later.

Session 21

WHOSE FUTURE GOAL 16: You will identify goals for post-secondary education outcomes.

☑ You identified the post-secondary education goals in this year's IEP or ITP.

☑ You used a set of rules to look at them more completely.

☑ You used a decision-making process to identify the post-secondary education outcome you might want to work on.

☑ You wrote another post-secondary education goal.

WIGOUT! Checklist

Post-Secondary Education Outcomes

GOAL: ____

(write the goal in the lines above)

Did you help write this **GOAL**? ☐ Yes ☐ No

Is this **GOAL** based on your unique interests and abilities? ☐ Yes ☐ No

If so, what interest or ability does the **GOAL** reflect? ____________________

Is this **GOAL** something that can be reached? ☐ Yes ☐ No

Is this **GOAL** one that you can control reaching? ☐ Yes ☐ No

Is this **GOAL** measurable? ☐ Yes ☐ No

If so, write how it can be measured. ____________________

Does it have a starting time and an ending time? ☐ Yes ☐ No

If so, when does (did) it start? ____________________
When does (did) it end? ____________________

Is it based on an outcome? ☐ Yes ☐ No

If so, what is that outcome? ____________________

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THE PROGRAM
Session 22

GOALS, OBJECTIVES AND THE FUTURE

WHOSE FUTURE GOAL 17: You will identify goals for residential and living outcomes.

Here we go again! I'm back, you're back, we're all back! Back to the **FUTURE**.

We were looking at writing **GOALS** for your transition planning meeting. So far you've looked at employment and vocational **GOALS** and post-secondary education **GOALS**. Today we ***"move on"*** to residential and living **GOALS**.

Get it? ***Move on***?

Like, when you move into a new place to live? Residential and living **GOALS** and ***moving on***?

You're obviously not amused. What's the matter, didn't you get enough sleep last night? Well, don't be falling asleep during class just to make up for your late night activities!

Anyway....***moving on*** you might say....where were we?

Oh yeah....residential and living outcomes.

A **residential or living outcome** is where you expect to live. At home, with a roommate, in a house or an apartment.

This should be easy! Why? Well, for one thing you've already written **GOALS** in the other two outcome areas. The more **GOALS** you write, the better you get at it! But, the other reason this should be easier is that you've already done all the **decision-making** work!

Turn back to **Session 8**. In that **session** you started working through the **DO IT!** process to make a decision about where you might like to live when you graduate. You worked on this in **Session 9** too. So, all the first part is already done. You should already have an outcome you can write a **GOAL** about.

Ah... but we get ahead of ourselves! Just because that work is done doesn't mean you don't have anything to do!

Time to look at **GOALS** related to the residential and living outcomes that were written on your current IEP or ITP. Pull out that old School Record Review Sheet from **Session 5** to see if it gives you any ideas about what residential and living outcomes were selected for you. For that matter, you could turn back to **Sessions 8** and **9** to see what existing goals you identified then. If you need some assistance remembering what the different options for outcomes mean on your IEP or ITP, you can turn to **Session 15**.

I'll wait while you do that.

♪♪♪ ♪♪♪♪ ♪♪♪♪

Found 'em? Good. Now, guess what you should do next?

Right! Use your **WIGOUT!** rules to look at them more closely.

Hey, you're getting good at this! Maybe you should get a job writing school materials after you graduate. I mean, if I can do it, anyone can!

Anyway, back to the future. One more time, here are those rules.

WIGOUT! *RULE 1*: **GOALS** and **OBJECTIVES** for your school program should be written to reach outcomes you have helped decide on and that are based on your unique interests and abilities.

WIGOUT! *RULE 2*: You have to write **GOALS** that you can reach and that you have some control over achieving.

WIGOUT! *RULE 3*: **GOALS** and **OBJECTIVES** have to be measurable. That means that you have to be able to tell how you are doing on them.

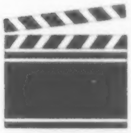
WIGOUT! *RULE 4*: **GOALS** and **OBJECTIVES** should have a time to start and a time to end.

WIGOUT! *RULE 5*: **GOALS** and **OBJECTIVES** should be written in terms of expected outcomes.

When you look at the **GOALS** you identified from your IEP or ITP that relate to residential and living outcomes, use the **WIGOUT!** *Checklist* to learn more about each **GOAL**.

OK, expert figure-outer of what we will do next..what next?

Correct again....do-it-yourself **GOAL** writing!



You have already used the **DO IT!** process to come up with a residential and living outcome you might like to work toward. Go back to **Session 9** and get that outcome, unless you really want to go through the **DO IT!** process again! No? I didn't think so. Then, go ahead and use the **WIGOUT!** *Workup* to come up with a goal.

WIGOUT! *Workup*

1. Outcome identified in the **DO IT!** *process:* ______________________

2. Skills that I need to work on to achieve this outcome ______________________.

3. Which skill seems most important? ______________________

4. What would show I had learned this skill? ______________________

5. How long would it take me to learn this skill? ______________________

GOAL - I will ______________________

(Write in the skill you will learn as an outcome, like in question 4)

by ______________________.

(Write in the date when you will be finished or how long it will take you to learn that skill, as in question 5)

Example

1. Outcome identified in the **DO IT!** *process:* Move into an apartment with a roommate.

2. Skills that I need to work on to achieve this outcome: paying bills, vacuuming, cooking, budgeting.

3. Which skill seems most important? budgeting.

4. What would show I had learned this skill? keeping a budget of my current expenses for three months.

5. How long would it take me to learn this skill? At least one semester, maybe two.

GOAL - I will keep an expenses budget for 3 months in a row

(Write in the skill you will learn as an outcome, like in question 4)

by the end of the second semester.

(Write in the date when you will be finished or how long it will take you to learn that skill, as in question 5)

Okay. Let's look at what you've covered this session.

☑ You identified the residential and ________ goals in this year's IEP or ITP.

☑ You used a set of _______ to look at them more completely.

☑ You used a decision-making process to identify the _________ and living outcome you might want to work on.

☑ You wrote another residential and living _________.

Before the next session, you should have:

- Finished evaluating you current residential and living goals.
- Written another residential and living goal.

Okay. So that's it for now.

Later.

Session 22

WHOSE FUTURE GOAL 17: You will identify goals for residential and living outcomes.

☑ You identified the residential and living goals in this year's IEP or ITP.

☑ You used a set of rules to look at them more completely.

☑ You used a decision-making process to identify the residential and living outcome you might want to work on.

☑ You wrote another residential and living goal.

WIGOUT! Checklist

Residential and Living Outcomes

GOAL: ______________________________

____

____

____

(write the goal in the lines above)

Did you help write this **GOAL**? ☐ Yes ☐ No

Is this **GOAL** based on your unique interests and abilities? ☐ Yes ☐ No

If so, what interest or ability does the **GOAL** reflect? ______________________________

____

Is this **GOAL** something that can be reached? ☐ Yes ☐ No

Is this **GOAL** one that you can control reaching? ☐ Yes ☐ No

Is this **GOAL** measurable? ☐ Yes ☐ No

If so, write how it can be measured. ______________________________

____

____

Does it have a starting time and an ending time? ☐ Yes ☐ No

If so, when does (did) it start? ______________________________
When does (did) it end? ______________________________

Is it based on an outcome? ☐ Yes ☐ No

If so, what is that outcome? ______________________________

THE PROGRAM
Session 23

GOALS, OBJECTIVES AND THE FUTURE

WHOSE FUTURE GOAL 18: You will identify goals for recreational and leisure time outcomes.

It's that time once again! Time to look at those **GOALS** that were written for you at your last IEP meeting. Time to write some new **GOALS**. Time to stay awake in class.

Let's see...you've done educational and vocational outcomes, post-secondary education outcomes and residential and living outcomes. What's next?

Work, learn, live and.....

PLAY! The most important of the outcomes, of course!

A **recreation or leisure outcome** is what you expect to do with your spare time (and money!). Like exercising, doing sports, travelling or going to movies.

After all, all work and no play makes for a pretty dull life!

Of course, if your job is to play golf on the PGA or LPGA tour all the time, then all work and no play means playing all the time. But, unless you can one-putt every green, maybe it's a good idea to go ahead and take a look at the recreational and leisure **GOALS** that have been included on your transition plan.

Time to look at **GOALS** related to the recreation and leisure time outcomes that were written on your current IEP or ITP. Take one more look at that School Record Review Sheet from **Session 5** to see if it gives you any ideas about what recreational and leisure time outcomes were selected for you. If there was one of the outcomes listed, like those discussed in **Session 15**, there should be a **GOAL** written about that outcome.

Once you find the right **GOAL**, use your *WIGOUT!* rules to look at them more closely. For the last time (I promise), here are those rules.

WIGOUT! ***RULE 1*:** **GOALS** and **OBJECTIVES** for your school program should be written to reach outcomes you have helped decide on and that are based on your unique interests and abilities.

WIGOUT! ***RULE 2*:** You have to write **GOALS** that you can reach and that you have some control over achieving.

WIGOUT! ***RULE 3*:** **GOALS** and **OBJECTIVES** have to be measurable. That means that you have to be able to tell how you are doing on them.

WIGOUT! ***RULE 4*:** **GOALS** and **OBJECTIVES** should have a time to start and a time to end.

WIGOUT! ***RULE 5*:** **GOALS** and **OBJECTIVES** should be written in terms of expected outcomes.

When you look at the **GOALS** you identified from your IEP or ITP that relate to recreational and leisure outcomes, use the **WIGOUT!** ***Checklist*** to learn more about each **GOAL**

Done? Finished? Kaput? Good!

Now you know what **GOALS** on your IEP or ITP are about recreational and leisure outcomes.

None there? Well, I think I'd protest if I were you. I mean, you have to do all the **work** for those other outcomes that aren't nearly as fun. The **least** you can get in return is one **lousy** recreation and leisure **GOAL**, right?

But that was then and this is now. Back to the **FUTURE**! Time once more to come up with at least one recreation and leisure **GOAL** that you might like to see included in next year's IEP or ITP.

Use the **DO IT!** process to come up with a recreation and leisure outcome you might like to work toward. That should be easy...all you have to do is choose between the 800,000 things you like to do with your spare time and money!

When you finally narrow those 800,000 outcomes to one preferred outcome (remember prioritizing?), use the **WIGOUT!** ***Workup*** to come up with a **GOAL** to reach that outcome.

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WIGOUT! Workup

1. Outcome identified in the **DO IT!** *process:*______________________

____

____

____

*2. Skills that I need to work on to achieve this outcome*______________________

____

____

____

____

3. Which skill seems most important?

____

____

____

____

____

4. What would show I had learned this skill? ______________________

____

____

____

*5. How long would it take me to learn this skill?*______________________

____

____

____

GOAL - I will ______________________

____

(Write in the skill you will learn as an outcome, like in question 4).

by______________________.

(Write in the date when you will be finished or how long it will take you to learn that skill, as in question 5)

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Example

1. Outcome identified in the **DO IT!** *process:* Paint using water colors.

2. Skills that I need to work on to achieve this outcome: using the brush appropriately, mixing the color, putting it on the paper.

3. Which skill seems most important? all of them!______.

4. What would show I had learned this skill? Paint a water color picture.

5. How long would it take me to learn this skill? Six months if I take two classes at the recreation center in town______.

GOAL - I will ______ paint a water color picture ______ ***by***

(Write in the skill you will learn as an outcome, like in question 4).

______ six months from when I start taking the classes.______.

(Write in the date when you will be finished or how long it will take you to learn that skill, as in question 5)

Okay. Let's look at what you've covered this session.

- ☑ You identified the __________ and ____________ goals in this year's IEP or ITP.
- ☑ You used a set of ________ to look at them more completely.
- ☑ You used a decision-making process to identify the recreational and leisure ___________ you might want to work on.

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☑ You wrote another recreational and leisure ___________.

Before the next session, you should have:

✎ Finished evaluating your current recreational and leisure goals.

✎ Written another recreational and leisure goal.

Okay. So that's it for now.

Later.

Session 23

WHOSE FUTURE GOAL 18: You will identify goals for recreational and leisure time outcomes.

☑ You identified the recreational and leisure goals in this year's IEP or ITP.

☑ You used a set of rules to look at them more completely.

☑ You used a decision-making process to identify the recreational and leisure outcome you might want to work on.

☑ You wrote another recreational and leisure goal.

WIGOUT! Checklist

Recreational and Leisure Time Outcomes

GOAL: ______________________________

____

____

____

(write the goal in the lines above)

Did you help write this **GOAL**? ☐ Yes ☐ No

Is this **GOAL** based on your unique interests and abilities? ☐ Yes ☐ No

If so, what interest or ability does the **GOAL** reflect? ______________________________

____

Is this **GOAL** something that can be reached? ☐ Yes ☐ No

Is this **GOAL** one that you can control reaching? ☐ Yes ☐ No

Is this **GOAL** measurable? ☐ Yes ☐ No

If so, write how it can be measured. ______________________________

____

____

Does it have a starting time and an ending time? ☐ Yes ☐ No

If so, when does (did) it start? ______________________________
When does (did) it end? ______________________________

Is it based on an outcome? ☐ Yes ☐ No

If so, what is that outcome? ______________________________

THE PROGRAM
Session 24

GOALS, OBJECTIVES AND THE FUTURE

WHOSE FUTURE GOAL 19: You will learn to keep track of goals and objectives.

Hey! By now you ought to be a pretty good **GOAL** writer. A regular **WIGOUT!** *Wonder*!

But you want to know something? You've got one more important piece of the **GOAL** writing puzzle to put in before you get your **WIGOUT!** *Wizard's Hat*.

Look back to these **WIGOUT!** rules that I kept bringing up over the last few sessions. Don't worry, I won't list them again...I promised that last time was the last time!

But one of those rules said that **GOALS** and **OBJECTIVES** needed to be measurable, right? Why make them measurable?

Sure...so that you can tell how well you are doing in reaching that **GOAL** or **OBJECTIVE**. So you know when to stop working on the **GOAL** or how much more work you need to do. Remember the Energizer Bunny? So the **GOAL** doesn't go on and on and on and on and on and on and on.....

And the only way you'll know all that is to track your progress on reaching the **GOAL**.

Guess who usually keeps track of how you're doing on your IEP or ITP **GOALS**?

Correct... your teacher! It's part of her or his job, right? So why should you do that job? I mean, your teacher makes a lot more money being a teacher than you make being a student.

HELPFUL HINT: Never bring up the topic of how much money teachers make with your teacher. Why? Well, let's just say that teachers don't make near the amount of money they should make for putting up with you and your friends and grading all those papers and coming to all those meetings and...well, you get it. No one ever became a teacher to get rich.

Which makes you wonder...why would anyone become a teacher? Well, believe it or not, almost everyone who becomes a teacher does it for one basic reason...well, two really...they like kids and they want to help them learn the things they need to know.

Makes you think maybe your teacher is someone you should say thanks to sometime, doesn't it?

One reason that you should take more responsibility tracking your own **GOALS** is that it helps you figure out how much more work you have to do. Keeping track of how you're doing can make you work harder at reaching your **GOALS**.

Why? Well, let's look at it this way. Say you wanted to go to a store that was five miles from your home. That was your **GOAL**...to walk five miles to a store in your neighborhood.

I know you don't really want to...just pretend, OK?

OK. You begin walking. It's hot outside. There is not a breeze to be found and you are only wearing sandals that have very thin soles. Your feet are hurting. You're thirsty. You are thinking of turning around and going home.

Now, suppose that you had some way to measure how far you had walked. Say you are wearing a ***WALKOMETER***. Let's say that a ***WALKOMETER*** is one of those things you strap to your ankle or wrist when you are walking and it somehow tracks how far you have walked. Like the odometer in a car. Well, I know you would never wear one of those nerdy looking things, but we're just pretending, remember?

OK. You are thinking of turning around and going home. You look at your ***WALKOMETER*** and discover that you have already walked 4.2 miles. You had five miles to walk, so that means you have less than a mile left to walk.

What do you do?

Well, you probably go on to the store, since you know it's close. You can get something to drink there.

But if you didn't know how far you had walked, what would you have done? Probably guessed. You might have guessed that you had a lot farther left to walk and decided to turn around. You wouldn't have reached your **GOAL** of going to the store and you would have to walk another 4.2 miles to get home. By then you would be very hot, very tired and very thirsty.

So, by measuring how you were doing, you were more likely to reach your **GOAL**.

It works this way most of the time on other **GOALS** too.

But, let's look at a different outcome. Say that when you looked at your ***WALKOMETER*** it showed that you had only walked 1.5 miles. There you were, hot, tired and thirsty and you still had 3.5 miles left to walk. You would probably have turned around and walked back home, right?

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What does that tell you about reaching your **GOAL**? Well, it probably means that setting a **GOAL** to walk 5 miles to the store was not a good idea and that maybe you should rewrite the **GOAL** to ride your bike to the store or walk to a store a lot closer.

So in this case, by measuring your **GOAL** you were able to tell that you were not going to reach that **GOAL** and that you needed to think of a different **GOAL**.

Fine, you say. I believe you, you say. But, you say, how am I supposed to actually measure my **GOALS**?

Good question! I'm glad you asked!

Remember from your **WIGOUT!** rules that you write **GOALS** to be measurable. So, each **GOAL** might be measured differently.

Luckily for you, there are several ways you can keep track of **GOALS**. For one, measurable usually means countable.

All right....how about some examples? Here's one. The **GOAL** says that:

Homer Simpson will make a B or better on six math tests by the end of the semester.

How can Homer track how well he's doing?

Well, first he knows he has to get at least six B's on math tests. Let's say that Homer takes one math test a week, on Fridays. Homer's hard working teacher grades the tests over the weekend and Homer has his grade on Monday. When he gets his paper back, he can look at the grade and if it is a B or an A he can make a check mark in a box that shows he got a B or better. His tracking sheet might look like this:

Times I have earned a B or better

1	2	3	4	5	6
☐	☐	☐	☐	☐	☐

So, the first time Homer earned a B, he would turn to his tracking sheet and mark it, like this.

Times I have earned a B or better

1	2	3	4	5	6
☑	☐	☐	☐	☐	☐

The next week, Homer earned a C, so his tracking sheet still looked like this:

Times I have earned a B or better

1	2	3	4	5	6
☑	☐	☐	☐	☐	☐

But, for the next two weeks, Homer got a B and an A! So he marked his sheet like this:

Times I have earned a B or better

1	2	3	4	5	6
☑	☑	☑	☐	☐	☐

He could look and see that he only had three more tests to go before he reached his goal. After seven more weeks, Homer's tracking sheet looked like this:

Times I have earned a B or better

1	2	3	4	5	6
☑	☑	☑	☑	☑	☑

When Homer checked that last box, he knew he had reached his goal.

So, one way to track your goals is what we might call the **Check-it-each-time-you-get-one-right** method. That's a pretty long and boring thing to call that method.

Instead, I'll call it the **CHECK - A - BOX** method, 'cause everytime you do it right, you check a box. OK. That's good. But, what if the **GOAL** read like this. ..

Homer Simpson will make a B or better on six math tests in a row by the end of the semester.

What's different about this, you ask? Well, three little words that make all the difference in the world. On the last **GOAL**, all Homer had to do was get a B or better on six tests. It didn't matter when he did that. But on this **GOAL**, he has to get six in a row. That's a lot harder. Plus, you can't just use the **CHECK - A - BOX** method.

Instead, Homer will have to use a tracking sheet that uses a lot of boxes to track, like this:

Times in a row I have earned a B or better

	1	2	3	4	5	6
1	☐	☐	☐	☐	☐	☐
2	☐	☐	☐	☐	☐	☐
3	☐	☐	☐	☐	☐	☐
4	☐	☐	☐	☐	☐	☐
5	☐	☐	☐	☐	☐	☐
6	☐	☐	☐	☐	☐	☐

OK. So Homer starts working on this the first week of school, and lo and behold he gets an A right off. His sheet will look like this:

Times in a row I have earned a B or better

	1	2	3	4	5	6
1	☑	☐	☐	☐	☐	☐
2	☐	☐	☐	☐	☐	☐
3	☐	☐	☐	☐	☐	☐
4	☐	☐	☐	☐	☐	☐
5	☐	☐	☐	☐	☐	☐
6	☐	☐	☐	☐	☐	☐

Now, say that the next two weeks Homer got at least a B. His tracking sheet would look like this:

Times in a row I have earned a B or better

	1	2	3	4	5	6
1	☑	☑	☑	☐	☐	☐
2	☐	☐	☐	☐	☐	☐
3	☐	☐	☐	☐	☐	☐
4	☐	☐	☐	☐	☐	☐
5	☐	☐	☐	☐	☐	☐
6	☐	☐	☐	☐	☐	☐

Gosh, he's half way there. Three times in a row he got a B or better. But, suppose the fourth week Homer gets a C. Bummer. He had three in a row, but that ended. On the fifth week he got another C. But on the sixth week, he got an A. Now his sheet looks like this.

Times in a row I have earned a B or better

    1 2 3 4 5 6
1 ☑☑☑☐☐☐
2 ☑☐☐☐☐☐
3 ☐☐☐☐☐☐
4 ☐☐☐☐☐☐
5 ☐☐☐☐☐☐
6 ☐☐☐☐☐☐

This means he's starting to count the times in a row he gets a B or better again.

You see how this works? It may take a few tries but eventually Homer will get six in a row.

Homer got it on the fourth try. His final tracking sheet looked like this:

Times in a row I have earned a B or better

    1 2 3 4 5 6
1 ☑☑☑☐☐☐
2 ☑☐☐☐☐☐
3 ☑☑☑☑☐☐
4 ☑☑☑☑☑☑
5 ☐☐☐☐☐☐
6 ☐☐☐☐☐☐

We are going to call this method the **CHECK-A-ROW** method. You check how many you got right in a row.

One more type of tracking and then you can work on figuring out the best way to track some of your **GOALS**.

Let's say that Homer is a real lucky guy and he takes a math quiz every day at school. Imagine the fun! Anyway, in that case his goal might read like this:

Homer Simpson will make a B or better on 140 math tests by the end of the year.

OK. Now, you might think that you could just use the old **CHECK-A-BOX** method to track this, right? I mean, it's just counting. The problem is that your sheet would have to look something like this:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐
☐☐☐☐☐☐☐☐☐☐☐☐☐☐
☐☐☐☐☐☐☐☐☐☐☐☐☐☐
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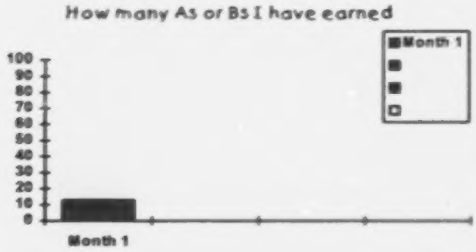
I mean, it's possible, but who wants to mess with it? You'd surely spill coke or drool on it when you fell asleep during class or your dog would eat it or something would happen to it. Plus, you'd end up counting all these boxes every time just to figure out how many you had left and you'd probably skip one or so and have to start over every time and....well, you get the point, right? Not very useful.

So, how do we deal with this problem?

Charting. We'll call it the **CHART-A-POINT** method. Instead of checking boxes every time you get somthing right, you use a chart to tell how things are going. Let's go back to Homer's new goal...the 150 times one.

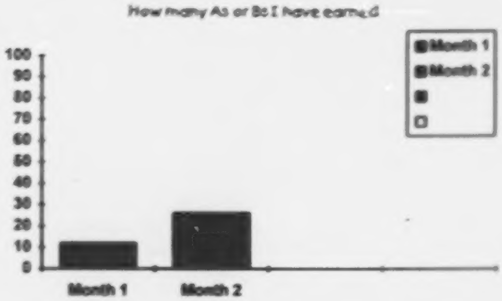
OK. So poor overworked Homer takes a test every day. Let's say that he gets a B or better on 12 of the first 20 tests (for the first month). One way to track this is to use a Bar Chart. A Bar Chart is just what it sounds like....a chart using a Bar. Tricky, eh?

OK. So Homer is using a Bar Chart and he is going track his Bs and As. At the end of the first month, his chart might look like this.

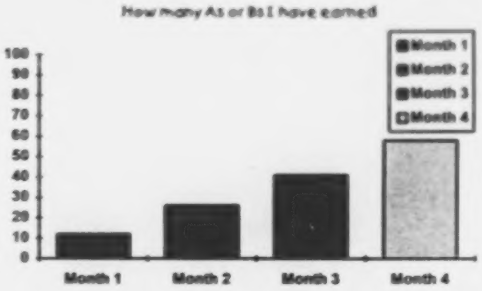


Believe me, this gets easier to see as we go along. By the way, you can buy graph paper that makes charting easy....you don't have to draw all these numbers and lines.

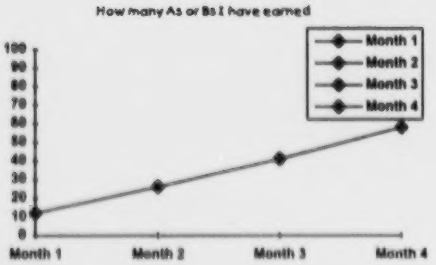
OK. Now, in the second month Homer gets 14 grades of B or better. His chart now looks like this:



The bar on month two tells how many B or better grades he has earned in the last two months. Let's jump ahead two months and see how he's doing.



At the end of four months, Homer was more than halfway through reaching his **GOAL**. You get the picture so we won't take that example any further. However, there are other types of charts than Bar Charts that might be used. One is called a line chart. Instead of little bars, the chart uses....you guessed it...a line. Here is what Homer's chart would look like after four months if he was using a line chart:



You see that instead of bars, there are points on the graph that are connected by lines. In fact, there are a lot of types of charts that you could use. If you are using any of the **CHART - A - POINT** methods you will probably need to start by getting some assistance from someone to help you set it up and teach you how to track all those things. Check with your teacher, it's one of the things they do for a living.

Take a look at these goals and choose which method you would use to track the goal.

Work on that and then check the cheat sheet that follows it to see whether you agreed or not.

Goal: Bart Simpson will skateboard at least four laps around the track for five days in a row by the end of the month.

○ **CHECK - A - BOX**
○ **CHECK - A - ROW**
○ **CHART - A - POINT**
○ **CHANGE - A - DIAPER**

Goal: Lisa Simpson will practice her saxaphone 300 days this year.

○ **CHECK - A - BOX**
○ **CHECK - A - ROW**
○ **CHART - A - POINT**
○ **CHANGE - A - DIAPER**

Goal: Marge Simpson will go to the library six times this month.

○ **CHECK - A - BOX**
○ **CHECK - A - ROW**
○ **CHART - A - POINT**
○ **CHANGE - A - DIAPER**

Goal: Homer Simpson will watch ten hours of television a day for 7 days in a row.

○ **CHECK - A - BOX**
○ **CHECK - A - ROW**
○ **CHART - A - POINT**
○ **CHANGE - A - DIAPER**

What do you think?

Here's what I checked on these, but first....if you checked **CHANGE - A - DIAPER** on any of them go back and read the lesson again..you obviously were sleeping and drooling on the page again!

Goal: Bart Simpson will skateboard at least four laps around the track for five days in a row by the end of the month.
○ **CHECK - A - BOX**
✗ **CHECK - A - ROW**
○ **CHART - A - POINT**
○ **CHANGE - A - DIAPER**

Goal: Lisa Simpson will practice her saxaphone 300 days this year.

○ **CHECK-A-BOX**
○ **CHECK-A-ROW**
✗ **CHART-A-POINT**
○ **CHANGE-A-DIAPER**

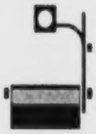
Goal: Marge Simpson will go to the library six times this month.

✗ **CHECK-A-BOX**
○ **CHECK-A-ROW**
○ **CHART-A-POINT**
○ **CHANGE-A-DIAPER**

Goal: Homer Simpson will watch ten hours of television a day for 7 days in a row.

○ **CHECK-A-BOX**
✗ **CHECK-A-ROW**
○ **CHART-A-POINT**
○ **CHANGE-A-DIAPER**

That's pretty much it for now. Take the last part of this session and look at the **GOALS** in your IEP/ITP or the **GOALS** you wrote in the last few sessions and think about how you might measure each of them. Don't forget....no one expects you to be able to come up with the perfect way of measuring every **GOAL**. Use the best **RESOURCE** you have for that...your teacher!



Okay. Let's look at what you've covered this session.

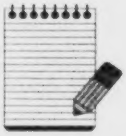
☑ You recognized that by _______________ a goal you can track your progress on reaching that goal.

☑ You saw that it would be worth your time and effort to ___________ your own goals.

☑ You learned __________ different ways of tracking goals.

☑ You looked at ________ that are in your IEP or ITP and goals you have written to see how you could track them.

☑ You saw that your ___________ is a good resource to help you learn to track your own goals.



Before the next session, you should have:

✎ Looked at the goals in your IEP/ITP and the goals you have written to figure out how you might track them.

✎ Talked with your teacher about tracking goals.

Okay. So that's it for now.

Later.

Session 24

WHOSE FUTURE GOAL 19: You will learn to keep track of goals and objectives.

☑ You recognized that by measuring a goal you can track your progress on reaching that goal.

☑ You saw that it would be worth your time and effort to track your own goals.

☑ You learned three different ways of tracking goals.

☑ You looked at goals that are in your IEP or ITP and goals you have written to see how you could track them.

☑ You saw that your teacher is a good resource to help you learn to track your own goals.

THE PROGRAM
Session 25

COMMUNICATIN' (Or:I thought you said she said he said?)

WHOSE FUTURE GOAL 20: You will learn to communicate effectively in small group settings.

Hi! How's things? Did you finish that stuff on goals yet? Good. So far, you've done a lot of things that would be useful for your school planning meetings.

Huh? What do you mean, what things? Well, lots of things, that's what!

Think about it....

When you first started **THE PROGRAM**, we talked about how important it was for you to learn more about your transition planning process. Remember?

THE TRANSITion PLANNING PRocess
......is a bridge to your future.

Transition skills are things you need to know to get from one point in your life to another. It is like walking across a bridge from school to the adult world. Transition planning is building that bridge. Transition planning means making decisions about what you need to learn to be successful as an adult.

You figured out who should be at your transition planning meetings and who you might want to invite. After that, you learned about your unique learning needs and the supports that could assist you in meeting those needs. Next you learned how to **make decisions** by the **DO IT!** process and then came up with **COMMUNITY RESOURCES** that you could use. The last few sessions you've been working on **GOALS** and learning how to set **GOALS** and **OBJECTIVES**.

Have you figured out how you are going to use all this information yet? Sure..that's right. All of these things are going to be useful as you participate in your educational and transition planning meetings.

Let me list some of the things you've gone through that should be helpful for you during the school meetings.

- ⇒ You know the purpose of the meeting.
- ⇒ You know who is supposed to be at the meeting.
- ⇒ You know that you should be an active part of the meeting.
- ⇒ You know that transition goals have to be based on your preferences and interests.

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⇒ You know your unique learning needs and some supports that can assist you in meeting those needs.

⇒ You know what outcomes should be looked at in your educational planning meeting.

⇒ You learned how to make decisions using a process that defines the problem, identifies options, looks at the outcome of each option and takes action.

⇒ You learned how to use the decision-making process to make decisions about important outcomes for your planning meeting.

⇒ You learned that you should be signing your IEP and transition forms and used the decision-making process to make decisions about giving informed consent.

⇒ You identified community resources on your current IEP and thought up some more community resources that might assist you to reach outcomes you want.

⇒ You learned how to identify and write goals and used this to write some goals for your next planning meeting.

Wow! You've been busy! Hard to believe that you've done all that and had fun too, right?

Don't answer that question. The important thing is that you've covered a lot of ground.

Now, what do all those things have in common?

Don't say they are **boring**...I don't want to hear that!

What? What's that? Right! They are all things you needed to know to get ready for your meeting.

Guess what? You're already two thirds done. That means that you've gone too far to turn back now!

You've got two more things to learn about before you jump into that IEP or ITP meeting. First, you are going to look at how to communicate in a small group meeting. Then, you are going to learn a little about how to run a meeting.

Communicate. What's that?

Easy....it's just talking, right? When you communicate it means you're talking to someone.

Careful...nothing is ever easy, remember? Communicating is more than just talking. Think about it. You can communicate in writing or by pictures. You can communicate by signing.

Communicating is a process.

Hey...we've heard that before...process...remember?

A process means that there are a lot of steps that have to happen before everything is finished.

Communication is a process that leads to sharing information between people. It's that simple.

But then again...nothing in life is simple, right?

So, what about communication is a process? What are the steps to communicating? Take a look at this example and see how many steps you can see.

Laticia wanted to find out what had happened at the homecoming dance after she had left. She looked up and down the hall for her friend from Biology class, Karen. There she was, down there near the lockers, talking with that new kid.

"What was that kid's name?" She thought as she hurried down the hall. As she got closer, she could hear the new kid saying something about the English teacher.

Laticia walked up to the two classmates and ☛stood looking at both of them, holding her books with both hands and ☛tapping her feet.

Both Karen and the new kid ☛ stopped talking and ☛looked back at Laticia. ☛Karen said "Oh hi! Do you know Alexander?"

The new kid ☛looked away from Laticia, ☛glancing at his feet, and ☛his face turned red.

☛ "Hi" said Laticia.

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☛ "Hi" mumbled Alexander, ☛looking down the hall in the other direction.

☛ "I've got to go to Content Mastery," said Alexander.

☛ "Nice to meet you", said Laticia.

☛ "See you later Alexander", said Karen.

As Alexander turned and headed down the hall, Laticia ☛looked at Karen and ☛raised her eyebrows. Karen ☛smiled a little, then ☛said "What do you want?"

Laticia ☛looked back down where Alexander was turning the corner and ☛ looked back at Karen, ☛smiling.

☛ "Just tell me what you want and keep your questions to yourself", said Karen, ☛smiling.

☛ "I had to leave the dance early and wondered what happened after I was gone" said Laticia.

Karen ☛quit smiling and ☛ crossed both of her arms in front of her. ☛ "You should be glad you left," she said.

☛ "Why?" said Laticia, ☛her voice higher in surprise. She ☛turned her head and ☛looked right at Karen's face.

☛"Well, that band we had hired to play for five hours only played for three," said Karen. "They just started packing up and leaving!"

We could go on...but we won't! One good thing about **THE PROGRAM**... we aim to please! Notice anything about the story that seemed different?

Right! All that finger pointing. If you haven't already figured it out (I assume that means you were asleep again!) parts that followed the finger points (☛) were different steps in the communication process.

Now, go back and look at those. What kinds of things are happening? Let's take a few and look at them more closely.

How about this one:

☛"Just tell me what you want and keep your questions to yourself", said Karen,

What is happening here?

Right...someone is talking. So one obvious step in communicating is talking. It could have been someone writing, singing or using sign language too, right?

What about this one:

☛stood looking at both of them,

What's going on here. I mean, nobody is talking. Laticia is just standing there...looking at her classmates.

Is that communication? Well, she is sending a message.

What's that message? Right...she is saying "I want to say something". Instead of saying that or writing it or signing it she communicates it by standing there looking at them and tapping her foot.

How about this one:

☛Karen quit smiling

What message does that send? One minute she's smiling, the next minute she's not. In this case, she got serious because she seemed a little mad at the band for leaving early.

So Karen's facial expressions were part of the communication process. They sent a message that Karen was serious.

There were lots of other types of communications in the story. Alexander spent a lot of time looking at his feet or down the hall and his face turned red when Laticia spoke to him. What might that tell us? Well, maybe he's shy and has a hard time meeting new people. Or, maybe he likes Laticia and is embarrassed! Sometimes it's hard to tell what the meaning of something is.

At one point Laticia's voice was higher because she was surprised. How someone says something is also part of the communication process. If someone says something in **A VERY**

LOUD VOICE that might mean they are mad or excited. If they talk real low they might be shy or not sure about what they are saying.

See.. nothing is simple! Not even communication.

But, that doesn't mean you can't learn the ins and outs of communicating at meetings. I mean, if you are really going to take part in these meetings, you need to be able to communicate your message and to understand other people's messages as well.

So, over the next few sessions you'll be looking at communication. All kinds of communication.

You know, come to think of it, there is one more point to make about this communication process stuff that needs to be made.

We've talked about ways to send messages...by what you say, write or sign, how you say it, the tone of your voice, and your body language. Those are all important skills to learn. But for every person sending a message there needs to be someone receiving it. Someone on the other end to hear it!

So another part of the communication process is listening. Sometimes you do something once you hear the message. Like, if you hear a kid down the block yelling for help 'cause he stuck his head in between the fence posts and can't get it out? You are going to hear it and run down there quickly. Well, I hope you are. Never mind that that kid is a brat and does this every week. You are still going to act.

Other times you just listen without acting. Like when your friend broke up with his girlfriend and talked to you for eighteen straight hours. He didn't want you to do anything, he just wanted you to listen. Now when your Dad yelled at you to get off the phone after the 14th hour, he probably wanted you to act on that!

Anyway.....listening is an important part of communicating.

Come to think of it, I've done a lot of talking and you've been doing a lot of listening. Or sleeping. Whatever.

Maybe it's time to do something and kind of wrap this session up.

Sending and receiving messages. That is what communication is really all about. But, it isn't all that easy to figure out what the message being sent is! Sometimes there are "mixed messages" where the person says one thing but seems to mean another. Sometimes messages are not clear enough. It's no wonder communication breakdowns happen!

Look at the two communication scenes below. If you want, you can work with someone else in the class. You can write the answers or just talk about them.

I don't care..it's your program!

Communication Scene 1: You have done it again. You've been sleeping in class. Of course, while you were asleep you didn't notice that you were asleep. But now you can tell because the spiral notebook left marks on your cheek and you drooled all over the worksheet. That and the fact that your teacher is glaring at you. You think she looks like she's about to explode. Her face is all red. She is staring straight at you and she has her hands on her hips.

You try to make your hair lay back down right. Suddenly, your teacher says "I hope you had a very nice nap!"

How should you answer her?

☐ Say loudly.."Thank you Ms. Rollins, I feel refreshed and ready to get on with the day now!"

or

☐ Mumble something like "I'm sorry about falling asleep, I'll try not to let it happen again."

What might happen if you chose the first one (Thank you Ms. Rollins...)?

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What might happen if you chose the second one (I'm sorry...)

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Did Ms. Rollins really mean that she was glad you had a nice nap? Why?

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How do you think Ms. Rollins said "I hope you had a very nice nap."

☐ In a kind, gentle voice.
☐ With an attitude.
☐ Loudly.

Communication Scene 2: You are late for class on the first day of the new year. You couldn't believe it. Everything went wrong. The alarm didn't go off. No one woke you up. The bus was late. And now you are not sure where your homeroom is located. You are walking as fast as you can get away with to the end of the school where you think your class might be and see the assistant principal up ahead. She looks at you and, while trying to catch your breath since you ran from the bus stop, you say "Excuse me Ms. Richards, where is room 222?"

Which of these would you rather have Ms. Richards say:

☐ "Um, down that way, sort of past that one locker and turn and then you will see the room."

or

☐ "Keep going straight, past three doors to the locker on the left with the Pearl Jam sticker on the front. Turn left in that hallway and look on the right side of the hall. Room 222 is the second door you will see."

How are the two messages different?

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What could Ms. Richards have done to make it even easier for you to find the room, without walking you there?

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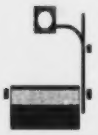


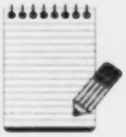
Okay. Let's look at what you've covered this session.

☑ You saw that before you take part in your IEP or ITP meeting, you need to learn how to ______________ in small groups.

☑ You learned that communication is a process of ______________ information between two or more people.

☑ You figured out that communicating is more than just ____________ and that there are many ways to communicate, like writing, using sign language, body language, or the tone of your voice.

☑ You learned about "mixed ____________", where the person says one thing but means another.



Before the next session, you should have:

- Spent some time looking at how body language is used in communication.
- Thought about the types of communication you use to get your messages across.

Okay. So that's it for now.

Later.

Session 25

WHOSE FUTURE GOAL 20: You will learn to communicate effectively in small group settings.

☑ You saw that before you take part in your IEP or ITP meeting, you need to learn how to communicate in small groups.

☑ You learned that communication is a process of sharing information between two or more people.

☑ You figured out that communicating is more than just talking and that there are many ways to communicate, like writing, using sign language, body language, or the tone of your voice.

☑ You learned about "mixed messages", where the person says one thing but means another.

THE PROGRAM
Session 26

COMMUNICATIN' (Or: I thought you said she said he said?)

WHOSE FUTURE GOAL 20: You will learn to communicate effectively in small group settings.

Welcome back! Come on in, have a seat and get comfortable!

What's that? You are sitting? And in a desk so that there is no way you can get comfortable? Well, yeah...I knew that. I was just trying to make you feel at home!

All right, I'll skip that next time. Anyway, here we go again! Let's see, where were we?

Oh yeah....communication. You remember that, of course. It means sending and receiving messages. Last session you decided that communication was a process. That means there are lots of steps that have to happen before you really communicate.

Then you looked at some of those steps. Like what you say, how you say something, how you use body language, and how you listen.

Body language?

Well, yeah..body language. We talked about that, remember? Like when your teacher was really peeved at you for falling asleep in class and looked like she was about to explode and asked you if you had a nice nap? You decided that she really wasn't all that interested in whether you had a nice nap. You could tell because she was looking at you like she was real mad, had her arms crossed and her face was red.

Body language. The way she looked at you, the way she held her arms, and her facial expression all sent a message. That's part of communicating.

The problem is that if you don't understand those messages, there is no real communication. Communicating takes someone sending a message and someone receiving the message.

You are going to spend a little time thinking about body language that happens at meetings like your IEP or ITP meeting. I mean, if someone in the meeting is sending a message through their body language, it would be useful if you saw that message.

Plus, you are sending all sorts of body language messages yourself. Don't believe it? Well, it's true. You may sometimes send messages you don't

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want to if you are not aware of what you are doing.

Take a minute and think about the last IEP or ITP meeting you attended. If you have never been to a meeting like that, ask these questions to someone who has been to a meeting, like your teacher or a family member.

Think about who was there.

What did the room you were in look like?

How were the tables and chairs set up?

Okay. Keep those images in your mind as you think about what the body language people use in these meetings can mean.

Now, let's start with you. Can you see yourself sitting at the table? Go ahead, give it a try.

Picture this. **You are sitting in your chair all slouched down. You spend most of the time staring at a scratch on the table, using the pencil you brought to color in the scratch. Every now and then you look up at the clock. Then you go back to staring at the table.**

What message are you sending?

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You are sending a couple of messages. One message that you send with your body language is that you are **bored**.

You keep looking at the clock, which tells the other team members that you are counting the minutes until the meeting is over.

You are also telling the other team members that you are not interested in what the team is doing. You would rather kill time by marking up the table.

Your body language is telling all the other members that you don't want to be a part of the team that is making decisions. Do this enough and people will not bother to have you there. Then **Other People** will make those important decisions for you.

So, what types of body language would send the message that you are interested in what happens at the meeting and that you want to be taken seriously as a team member?

- Sit up in your chair. **Yeah, yeah, yeah, I know.** The chair is UNCOMFORTABLE and you can't seem to keep your back straight that long!

You don't have to be "Miss Manners" and sit RAMROD STRAIGHT like some dummy that won't bend at the waist. But on the other hand you shouldn't SLOUCH in your chair, slide down so far that you can barely see over the table or lean on the back legs of the chair so that you fall over six times during the meeting!

It seems silly, but by sitting up to the table you send the message that you are ready to be part of the team.

- Look at whoever is talking at the time. When you look at people while they are speaking, they think you are listening to them. When you look away from someone, they think you have quit listening. You and I know that you can still listen to someone even if you are staring somewhere else. Still, if you want people to get the message that you are interested in what's going on in the meeting, look at the person who is talking.

It's usually better to look into the speakers' eyes while they are talking. When a new person begins talking, shift your gaze to them.

When you are talking, look at the people you are speaking to. That means looking at everyone on the team if you are speaking generally, or at one person if you are talking to that person. When speaking to the whole group, look from one person to the next.

- Every now and then nod your head when you hear something you agree with, smile when someone compliments you or makes a joke or make a facial expression that says you don't understand if someone says something that you didn't follow.

This tells people that you are listening and makes you an active part of the communication process.

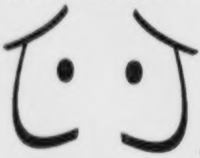
- If you have the chance, take notes about things you want to remember, bring up later or think would be useful. Don't spend the whole meeting slumped over the paper taking notes. Instead, just jot down a few short things that will help you remember the point that was made. If you want, you might have someone else assist you writing down these notes.

These are a few ways to use body language to your advantage at your meeting. In the next few sessions you will learn other communication strategies to participate in your meeting. For now, let's look at some other team members and what their body language might tell you about them.

Picture this. You invited a friend from your neighborhood to your meeting. After it has been going on for about fifteen minutes, you look over at your friend. She is sitting quietly. She is frowning a lot, and keeps looking over at you, raising her eyebrows. Once she catches your eyes, she shrugs her shoulders and shakes her head slightly

What message is she sending?

Your friend is confused



. She is probably lost and doesn't really understand what is going on. You might feel the same way the first time you take part in one of these. There are lots of reasons to be confused. We've talked about them before, remember? There are a lot of initials like IEP, ITP, VR and on and on.

If you do get lost in the meeting, what kind of body language will help tell people that you are confused?

- Like before, if you get lost or something is said that you don't understand, let the speaker know by your facial expressions that you have a question about what is happening. Raise your eyebrows, lift your finger (like you are raising your hand in class) to let them know you want to say something. Again, don't just sit there and hope it gets better. Odds are, you will just get more and more lost!

Picture this. Your dad has been sitting quietly next to you the entire meeting. He hasn't said a word, but you've noticed several things about him. First, he is frowning more and more as the meeting goes on. He is thumping the table in front of him with his ring finger and doesn't seem to notice the noise he is making. He is beginning to sweat a little, even though it's not that hot.

What message is he sending?

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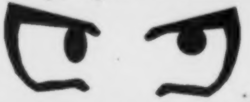
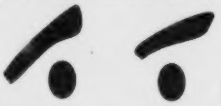
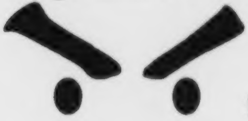
Easy, right? Your dad is mad . Something or someone has made him angry. It happens! Usually it happens because the communication process breaks down. People misunderstand each other. That is why it is important to recognize body language. In the next set of lessons you will learn what the leader of the meeting should do to deal with this when it happens. What body language should you use if you find yourself getting angry?

- When you hear something that makes you angry, let the speaker know by your facial expressions that you have a question about what was said. Raise your eyebrows,  lift your finger (like you are raising your hand in class) to let them know you want to say something. Don't just sit there and get madder and madder  !

Which makes me think of something else about communication you should think about. Let's leave body language for now and talk about how to get what you want without making people angry!

You need to know two words here:

Assertive and **AGGRESSIVE!!!!!**

These words are things that you are (or can be!). What does that mean. Well, you can be *Assertive* in a meeting or you can be **AGGRESSIVE!!!!!**. One is good, one is not a good idea. You tell me which is which.

To be *Assertive* means to stand up for yourself, to be confident, and to make sure that your opinions are listened to.

To be **AGGRESSIVE!!!!!** means to attack other people, to be hard to deal with and to argue.

When you are angry at someone it is too easy to be **AGGRESSIVE!**
You might feel like yelling at them or arguing a lot. If you feel like no one is listening to you, you might think you have to be loud and noisy to get some attention. Or you might think you want something so badly that you won't listen to anyone else and argue with other team members.

Not a good idea? Well, sure, I know you would never do those things, but I bet you know someone who might, right?

When you are **AGGRESSIVE!** in a meeting, how are **Other People** going to react?

Well, think about this situation. That kid down the block (remember the bully who got his head stuck in the fence that you had to go help last session?) is at it again. He has another neighbor's cat backed into a corner and is teasing it by squirting water on it from some squirt gun. Cats hate water. The bratty neighbor kid is being **AGGRESSIVE!** by attacking the cat and teasing it. You know that cat well...she is normally a very nice cat and lets you pet her all the time. In fact, you've never seen the cat actually bite anyone. But there it is, backed into the corner and getting water squirted on it. To make matters worse, the bratty neighbor kid is not too smart because he keeps getting closer and closer to the cat. When the boy gets too close, how do you think the cat is going to react?

Well, that's not too hard is it? El cat is going to be **AGGRESSIVE!** right back! When the neighborhood bully gets in clawing range, that cat is going to spit and hiss and scratch the heck out of him. I know, he probably deserves it!

But, think about it.

When someone is **AGGRESSIVE!** toward you, what is the first thing you are likely to do? Right! Be **AGGRESSIVE!** right back! If someone comes up to you and says "I can't believe you gave that answer in class, that was really dumb" you are going to get angry and say something right back.

Now, think this through.

If you are in your meeting and you are **AGGRESSIVE!** in the way you talk to Other People, are you going to get what you want?

Probably not. All you are going to do is make Other People mad! And they will not invite you to the next meeting!

So, does that mean you sit quietly when someone says something you don't agree with? Or do you keep your opinions all to yourself just because you are afraid to make someone mad?

Well, no...those are not good ideas either. It is probably a good idea to become more *Assertive.* That means letting people know you have some ideas. It means letting people know that you are an equal part of the team.

The important thing to remember is to do that without becoming **AGGRESSIVE!** How? Well, in the next session you are going to work on some things that will help you advocate for yourself. Advocate...that means stand up for yourself. But you can remember these rules for being *Assertive* but not **AGGRESSIVE!**

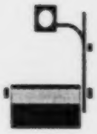
- Keep your voice calm. Don't yell, holler or scream. If you have something to say, speak up but don't shout out!

- Wait for your turn to speak. Don't interrupt Other People, it only makes them mad. If you have a hard time getting a word in, lift your finger to show that you want to say something.

- Most people in the meeting are not there for fun. They are there because they care about what happens to you and your life! Hard to believe, eh? So, when someone says something that makes you real mad, it might be because they don't understand something. Ask people why they said something or why they think something should happen. Most of the time they will have a good reason, and you can explain why you disagree.

- Don't "fight" dirty. If you and another team member do have a disagreement, don't bring up something that is not related to the meeting. For example, don't tell someone that their hair looks like Ronald McDonald's hair just because you disagree with them. Sometimes the whole team will disagree with you. Then you really have your work cut out to convince them you are right. Or, maybe you need to think about changing your mind too!

Next session you will learn more about advocating for yourself.



Okay. Let's look at what you've covered this session.

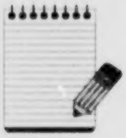
☑ You learned that using _______ language is an important part of communicating

☑ You sometimes send __________ using body language that you don't want or don't mean to send.

☑ You saw that it is important to _________ at people when you are speaking to them and when they are speaking to you.

☑ You learned that being assertive means ________ up for yourself, being confident, and making sure that your ideas and opinions are heard.

☑ You learned that being aggressive is not a good idea if you want things to go __________ at you IEP or ITP meeting.



Before the next session, you should have:

✏ Thought about whether you were assertive or aggressive at your last meeting.

✏ Talked to an adult about ways to be assertive without offending people.

Okay. So that's it for now.

Later.

Session 26

WHOSE FUTURE GOAL 20: You will learn to communicate effectively in small group settings.

- ☑ You learned that using body language is an important part of communicating
- ☑ You sometimes send messages using body language that you don't want or don't mean to send.
- ☑ You saw that it is important to look at people when you are speaking to them and when they are speaking to you.
- ☑ You learned that being assertive means standing up for yourself, being confident, and making sure that your ideas and opinions are heard.
- ☑ You learned that being aggressive is not a good idea if you want things to go well at you IEP or ITP meeting.

THE PROGRAM
Session 27

COMMUNICATIN' (Or: I thought you said she said he said?)

WHOSE FUTURE GOAL 20: You will learn to communicate effectively in small group settings.

WHAT KIND OF DELIVERY PERSON ARE YOU.? MY DOG COULD DO A BETTER JOB OF DELIVERING THE PAPER THAN YOU DO! OH YEAH.. WELL...

Oh. Hi. I didn't see you. Sorry. I was kind of angry. You see, I have my newspaper delivered to my home every morning. That's how I like to start my day...a hot bowl of Oatmeal, a glass of cold milk and my morning paper. Except that the **new person** delivering my paper keeps throwing it in the bushes where I have to climb in to get it. And it keeps getting all wet from the rain and the dew in the bushes.

I mean, who wants to read a soggy, torn newspaper every morning. So I was just giving that newspaper carrier a piece of my mind!

Now where were we? Oh yeah, last time we were talking about the difference between being *Assertive* and **AGGRESSIVE!** and how being **AGGRESSIVE!** is not a good way to get what you want.

What? What do you mean do I ever listen to myself? Of course I do.

Oh, you mean the newspaper carrier. Yeah. I was kind of **AGGRESSIVE!** when I talked to him, wasn't I? He looked like he didn't like it much when I told him my dog could do a better job. That's not true either. My dog would tear the paper to shreds and slobber all over it.

How should I have handled that situation?

Well, you are right. I probably should have started out by telling the newspaper carrier what the problem was and suggest that he be more careful. Then, if the paper keeps ending up in the shrubbery, I could tell him that that wasn't going to cut it and that he needed to do something about it or I was going to contact someone who could. I guess if I had to I could then complain to his manager or someone.

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But, I bet we could work it out if I did a better job of advocating for myself and not be **AGGRESSIVE!**

OK. I'll do that. Maybe we should work through some activities that will give both of us a better idea of how to advocate for ourselves!

Advocate. That means to speak up for or to support. When you advocate for yourself, you speak up for yourself and stand up for things that are important to you.

We are going to think about advocating for yourself in your educational planning process. There are three things you really need to be able to do to advocate for yourself during these meetings:

1. Know what you want.
2. Know what **Other People** want.
3. Know how to communicate why it is important to do what you want.

OK. We have talked about what you want in your educational program in the other sessions. You should have a good idea of your learning strengths, some outcomes you prefer, the supports you need to reach those outcomes, and goals that you can set to succeed. So you should know what you want out of the meeting.

Unfortunately, we don't always get everything we want! So you should prioritize what is most important to you if you have several things you would like to have happen. Give a little on one thing and you might get something you really want in return!

Why is it important to know what the **Other People** want? Well, for one thing you can look at what you want and what they want and see if there are some things that are the same. That way you can agree on at least part of what both of you want! Everybody wins! A lot of times people want the same thing and just say it in different ways.

Later on we will talk about negotiating and compromising. If what you want and what someone else wants can never agree, maybe there is another outcome that you could both agree on. That is a compromise. If you know what the other person wants, you can figure out a good compromise.

Of course, the third thing you need to be a good advocate for yourself is to be able to communicate to others....that is what this whole session is about!

We've already talked some about being *Assertive*. You remember? Standing up for yourself, being confident and making sure your ideas and opinions are heard.

Right. To be a good advocate and to communicate what you want to **Other People**, you have be *Assertive*.

How assertive are you?

Here is a little quiz you can take to see if you know how an assertive person should act.

We'll talk about the answers to the quiz sheet when you finish. Take it just for fun and see how assertive you are!

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If you are assertive, you should......

Put an X in either the True or False box under each statement.

If you are assertive, you should.....

1. Make eye contact with the person who is speaking.
☐ True ☐ False

2. Talk with a firm, clear, friendly direct voice.
☐ True ☐ False

3. Hide your face so you won't be embarrassed.
☐ True ☐ False

4. Stand or sit up straight.
☐ True ☐ False

5. Yell or scream so you get everybody's attention.
☐ True ☐ False

6. Be prepared to talk about what you need.
☐ True ☐ False

7. Start crying if you don't get your way.
☐ True ☐ False

8. Find out who you need to talk to about your problem.
☐ True ☐ False

9. Take a friend with you if you feel afraid or nervous.
☐ True ☐ False

10. Not worry about what the laws say because they are too confusing.
☐ True ☐ False

11. Ask if there is an appeal process.
☐ True ☐ False

12. Not take no for an answer.
☐ True ☐ False

13. Ask for help if you can't solve the problem yourself.
☐ True ☐ False

14. Give up and go home.
☐ True ☐ False

Easy, right? Well, let's look at these questions and see!

*If you are assertive, you should.....*make eye contact with the person who is speaking.

True! We've already talked about that, right? Looking at people when they are talking lets them know you are listening to what they have to say.

*If you are assertive, you should.....*talk with a firm, clear, friendly direct voice.

True! That way, people will understand what you have to say and will be more likely to listen to what you say!

*If you are assertive, you should.....*hide your face so you won't be embarrassed.

False! It hardly does any good to speak in a firm, clear voice if you are speaking to the table or into your arms or lap! Of course you shouldn't hide your face...I mean, you can't look someone in the eyes and hide your face at the same time, can you?

*If you are assertive, you should.....*stand or sit up straight.

True! Another one we talked about. Sitting up straight says that you are paying attention and are interested.

*If you are assertive, you should.....*yell or scream so you get everybody's attention.

False! What is that? Right, that is being aggressive not assertive! You might get everyone's attention, but most likely they will throw you out for making a scene!

*If you are assertive, you should.....*be prepared to talk about what you need.

True! Another one we've already talked about! Hey, you already know this stuff, don't you? By being prepared to talk about what you want you will be prepared to answer all the questions that might come up and can convince more people that what you want is right.

*If you are assertive, you should.....*start crying if you don't get your way.

False! This may seem silly, but when people are talking about you, you might get really upset! It is best to try to keep all your emotions under control. It's OK to feel something, like anger or pleasure, but don't act based on your emotions. When something makes you feel angry, happy or even confused, tell the team using "I" statements. Those are things like "I feel angry when I hear you say something like that" or "I am glad we decided that!"

*If you are assertive, you should.....*find out who you need to talk to about your problem.

True! Remember my paper carrier? If I could not get him to quit tossing the paper in the bushes, I should have found out the person at the paper company who is in charge of paper carriers so I could talk with that person. Of course, in your educational and transition planning meetings, the people who you need to talk to, who can make things happen for you, should be at the meeting!

*If you are assertive, you should.....*take a friend with you if you feel afraid or nervous.

True! Being assertive does not mean being the Lone Ranger! Come to think of it, even the Lone Ranger had a friend! If you feel uncomfortable, bring a friend.

*If you are assertive, you should.....*not worry about what the laws say because they are too confusing.

False! You need to know your rights and your responsibilities. It is part of being prepared!

*If you are assertive, you should.....*ask if there is an appeal process.

True! I had to sneak one in on you since you were doing so well! We haven't talked about the appeal process! You know of course that a process is something with several steps in it before it is finished. Appeal means to ask someone to look at something again or to think about a decision that has been made. If decisions are made at your planning meetings that you disagree with, and you can't get the team to see your point, you might be able to appeal the decision. That means someone else would look at the decision and decide whether it was a good decision or whether the team should meet again to make another decision.

Your school might not have an appeals process for students, but **THE LAW** requires that families can appeal decisions. You might think about working with your parents (I know, I know...yuck!) if some decisions are made that you all don't agree with.

*If you are assertive, you should.....*not take no for an answer.

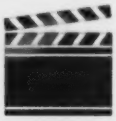
True! If you believe in what you want, and you know it is right for you then don't give up too soon. Keep working on it and maybe you can convince others to join you. That doesn't mean you shouldn't compromise and there are times when we all have to quit trying...at least for the moment!

*If you are assertive, you should.....*ask for help if you can't solve the problem by yourself.

True! What makes you think you know everything? Of course you could use some assistance....we all can. Go ahead and take advantage of the people around you who can assist you in reaching your goals.

*If you are assertive, you should.....*give up and go home.

False! Well, what can I say, really? If you give up and go home then Other People will just keep making those decisions and living your life for you!



Go back and count the number of answers on the quiz that were the same as those I just gave you. If you got 10 to 14 of them right, you know a lot about being assertive! Good job! If you got 5 to 9 right, you've got a good start...keep after it! If you got 1 to 4 right....you must have been asleep during the last two sessions again! You don't want people running your life for you, do you? I didn't think so...work some more on the last few sessions!

There are some other things that will make you a better advocate for yourself. We've talked about how important it is to be prepared. That's why it is important that you know about your rights. I mean, if you are going to stand up for your own rights, you had better know what in the world they are, right?

As a student receiving **MULES** (remember .... My Unique Learning and Educational Supports?), you have some rights. We've already talked about **THE LAW** and some of the things it says you have rights about. I will bet that somewhere there is a list

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or booklet that shows your rights as a student in special education.

Take some time now to find out about your rights as a student. See if the school district has a book listing those rights. Maybe they have a book about parental rights that also list your rights. You may have to just talk with someone or actually phone someone who might know. In any case, find out what rights you have available to you.

I'll wait.

♪♪♪ ♫♪♪ ♪♪♪♪

OK. Now, you've got an idea of some rights. We've talked about a lot of them. Like the right to an IEP to list your goals and the right to the supports you need.

Rights have responsibilities with them. So, if you have a right to be involved in your transition meeting, you also have the responsibility to come to that meeting prepared, right?

Anyway, knowing your rights will help you advocate for yourself better. I mean, let's suppose you go to your meeting and begin demanding that for lunch each day you have pizza. I mean, that may be something you want. On the other hand, I doubt your folks want to have you eating pizza every day. But anyway, you are in this meeting and you stand up and say "I have a right to have pizza every day!". Well, they are going to look at you like you are from **VENUS**. I mean, no law gives you the right to have pizza everyday!
But if you say that you understand that you have the right to participate in your planning meeting and that you have done some work to prepare for it...well, that's a different story. Those **Other People** are going to take you seriously for a change!

Okay. Let's look at what you've covered this session.

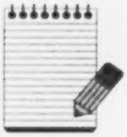
☑ You learned that it is important to _____________ and speak up for yourself and for things that are important to you.

☑ You found out that if decisions are made at your planning meetings that you disagree with, you might be able to ____________ the decision.

☑ You saw that you do have __________ as a student, but that you also have to be reasonable about what you want.

☑ You learned that if you want to be taken seriously, you have to be _____________ when you go into your meeting.

☑ You saw the difference between being assertive and being _____________ and learned that you don't get anywhere by being aggressive.



Before the next session, you should have:

- Thought about what you want out of your IEP meeting.
- Thought about how you are going to communicate the things that are important to you to the other team members.
- Talked to someone at your school to see what rights you have as a student if you disagree with the decisions made during your planning meeting.
- Be ready to take the responsibility of being prepared for your planning meeting.

Okay. So that's it for now.

Later.

Session 27

WHOSE FUTURE GOAL 20: You will learn to communicate effectively in small group settings.

☑ You learned that it is important to advocate and speak up for yourself and for things that are important to you.

☑ You found out that if decisions are made at your planning meetings that you disagree with, you might be able to appeal the decision.

☑ You saw that you do have rights as a student, but that you also have to be reasonable about what you want.

☑ You learned that if you want to be taken seriously, you have to be prepared when you go into your meeting.

☑ You saw the difference between being assertive and being aggressive and learned that you don't get anywhere by being aggressive.

THE PROGRAM
Session 28

COMMUNICATIN' (Or: I thought you said she said he said?)

WHOSE FUTURE GOAL 20: You will learn to communicate effectively in small group settings.

I just had to tell you what I did after our last session. Remember my little problem with the newspaper carrier...you know, soggy newspaper instead of soggy Oatmeal? Well, I thought about what you said last time and about some of the things we looked at about being a good advocate. Then I went into action!

Guess what? It works! And I learned some new things too! Of course, you are the first person I wanted to tell about some of these new things.

Lucky you, right? Don't answer that!

So, this session we are going to deal with several parts of communicating during your meeting that all add up to one thing......being a good **SALESPERSON**!

Whoa, you say? What does being a good **SALESPERSON** have to do with communicating at your educational planning meeting?

Well, lots of things...persuasion, talking too much or talking too little, negotiating and compromising and listening. These are all things a good **SALESPERSON** needs to be able to do and they are things you need to be able to do if you are going to participate in your educational planning meetings.

Who knows, maybe this will lead to a great job selling **ROLLS ROYCE** cars? Probably not, but then, you never know!

Now, let's think this thing through. What is the job of a **SALESPERSON**? What is her mission, her goal?

You got it! To sell something. To sell **YOU** something. To sell **YOU** something **YOU** don't even know you **NEED**! To sell **YOU** something

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YOU probably don't even **NEED**!
Seems simple enough, right? Now, what is your mission in your educational planning meeting?

Well, right...one thing is to participate as an equal partner. Another thing is to be a part of the **decision-making** process. But a third thing is to get some things into that IEP that you want.

How are you gonna do that?

Well, you're gonna have to sell those **Other People** a few things yourself. You are going to have to sell them something that they don't even know they want yet. You might even have to sell them something they don't want!

What? Of course I'm not talking about actually selling the **Other People** on your planning team anything like perfume, candy bars or Christmas wrapping paper.

I'm talking about selling them your ideas...your goals...your opinions. When I say "selling" I really am talking about convincing them that what you want is right. They have to "buy" into your ideas, your plans, your goals.

It's a lot like selling a car. If you don't convince them that this is a good idea, they won't buy and you won't get what you want!

So, for the next few sessions, we are going to become someone else. We are going to take on a new role. We are going to get a new attitude. We are going to become.....a car **SALESPERSON**!

That's right, a car **SALESPERSON**. Why? When you think of a salesperson, one of the first things you think of is a car **SALESPERSON**. And believe me, some of the best salespeople in the world sell cars. And they make a pretty good living doing so. But that's a different story.

So, you are a car **SALESPERSON**. From now on, you think like a car **SALESPERSON**, you act like a car **SALESPERSON**, you eat like a car **SALESPERSON**, you sleep like a car **SALESPERSON**, you..............

How does a car **SALESPERSON** eat and sleep? Well, like everyone else in the world, I guess. Sorry. I got kind of carried away.

We are going to walk through an exercise looking at how you, the car **SALESPERSON**, goes about selling a car to a possible buyer. As we go through this, we will think about some of the skills that you, as a car **SALESPERSON**, have that could be useful in your planning meetings.

Ready? Well, even if you're not, I am,

so here we go.

You are going into work on Monday morning. It is a cold, somewhat misty morning. You lean forward to look out of the fogged up windshield, turn on your right hand turn signal and turn the wheel into the back lot of Kelsey's New and Used Car Emporium and Showroom. It is a massive place, the largest in the state, with new and used cars of every make and model parked all around.

You are the first **SALESPERSON** into the showroom this morning. That is usually the case because you are good at what you do! You like what you do! You are proud of the fact that you are the NUMBER 1 **SALESPERSON** at Kelsey's New and Used Car Emporium and Showroom. In fact, if you have another year like last year, you might be up for promotion to sales manager! You are also proud of the fact that you always treat your customers fairly, find out what they really want and give them the best deal you can. Your motto is "a satisfied customer is a customer for life!" It makes you mad when you see a car **SALESPERSON** acting like sharks and taking advantage of people. Not you though, you don't need that stuff. You are doing just fine taking the straight and narrow way.

So, anyway you are at work at 7:20 a.m. on a drizzly, cold rainy morning. It would have been easy to stay in bed another hour and the showroom doesn't open until 9:00, so you couldn't even sell a car if you wanted to until then.

But, you had some preparation to do. There was that new report on that new line of cars, the Speedo XF2. You found that it really pays to know all about a car before you try to sell one. People trust you if you know what you are talking about and can answer their questions. You also wanted to check on the memo you sent to the sales manager about that pickup that the Rodriguez family had put a down payment on. Nice truck, that one...double-wide cab, plush carpet, even a CD Player. Nice family, too. You wanted to make sure that the truck was ready when you promised.

REDUCE
SPEED
NOW

What is the first thing you notice about being a good **SALESPERSON** that would also be important for your educational planning meeting?

Did you say being prepared? Sure, we already knew that. We talked about that as being important to be a good advocate for yourself. Remember? Knowing what you want? Well, being prepared is important if you are going to convince anyone that what you want is important and should be included in your education plan.

If you go back and work through all the things that we talked about in the first four sessions, I think you will be plenty prepared for the meeting.

All right, good salespeople are prepared.

On we go.

You look up from your report and see that it is now 8:55 a.m. Five minutes until opening time in the showroom. You tidy up your desk, brush the donut crumbs into a drawer and get into your suit jacket. By the time you get out to the showroom the sales manager is unlocking the doors. There are no customers there this morning, so you spend a few minutes looking at the Speedo XF2 parked there. It is bright red and you have to admit it is one nice car! You check out some of the features you were reading about, to make sure the demo model has them to point out.

At 9:15 the first customer walks in. You know that people like a minute to shake off the outside air, look around and get ready for someone to bother them about buying a car. If you go over too soon, they are going to tell you that they just want to look and you will never get a sale. On the other hand, if you ignore them for too long, they will take a quick look around and leave. There is a fine art here...knowing when to come up and when to stay back! You watch the customer, without staring, of course, and give her time to fold up her umbrella, shake the rain off her coat and put her gloves in her coat pocket. After she has had a moment to walk around the showroom, she comes back to that Speedo XF2 you were just examining. Ah... a customer with good taste! You decide that it is time to act, so you walk over, introduce yourself, give her your business card, offer her a cup of tea or coffee, and let her know that you are available to answer any questions if she has any, but that she is welcome to browse for as long as she wishes. The customer says thanks and accepts a cup of coffee. When you return with her coffee, two sugars no cream, she has a question for you about the Speedo XF2. Good thing you did your homework!

REDUCE
SPEED
NOW

Take a look at the last section. What was important about the way that you, the salesperson, got to the point where you can begin to make a sale?

Maybe you already figured it out, but let's put it another way. Suppose that you had jumped up, rushed over to the customer when she first entered the door, umbrella still up and coat still dripping, and blurted out "BOY HOWDY, DO I HAVE A CAR FOR YOU!".

Well, not much of a mystery there. She would have turned and left the showroom quicker than you could say "Let me tell you 'bout this deal I have."

Timing. It's about timing.

Not the timing of the car. Although if the timing is off the engine will not sound great and you probably won't be able to sell the car anyway. The timing in when you bring up a topic or subject. There are good times and there are bad times.

Now, this is just as true during your educational planning meeting. Honest. You have to "time" when you bring up an idea or give your opinion on something. If you don't, you end up like the salesperson with the bad timing....everything he wants is right out the door.

What do I mean by timing? I mean you have to choose the right time to bring up something. Let's take an example. Let's say you are at work at your job at the Burger Beast and your boss is working the same shift. You think it is time that your boss think about giving you a raise, and you have decided that you will ask him about it sometime during the shift. Here are four different times during the shift that you could bring up the subject of your raise. Put a "Y" next to those times that are "good times" to bring up the subject of your raise and a "N" next to those that are not a good time to bring up the subject:

☐ You have just flipped a burger onto the floor, causing the customer to have to wait for another Burger Beast Monster Meal.

☐ You have been working hard all day and just finished waxing the Burger Beast floor to a shiny finish.

☐ The other fry chef is on break and it is only you on the grill and your boss at the cash register. There is a line of six people at the cash register and the drive through is backed out into the street.

☐ You and your boss have just locked the doors, finished cleaning up the grill, and are almost ready to leave for the night.

How can you tell when it is a good time or a bad time to bring up new points? Well, here are some things to consider.

- Is someone else talking? The time is never right to interrupt someone else on the team. You will only make them mad or embarrassed.
- Are you talking about the right topic at the time? If you have a specific employment goal in mind, and you bring it up when the team is talking about last years goals or recreational outcomes, it is going to be ignored. Make sure that you are on topic.
- Do you have time to cover what you need? If you are five minutes from taking a break and you bring up a topic that takes twenty minutes to discuss, the team is not going to give enough thought to the idea. You can't blame them...they probably have to go to the bathroom!
- Have you heard enough of the other team member's ideas to include that in

your discussion? If another team member has an idea that is different from your idea, you will be in better shape to get what you want if you can tell how it meets that team member's needs or wants. That way you can explain how your idea benefits everyone or at least explain why it is more important to do what you want.

OK. Good salespeople time their pitch to their advantage. Okay, put it back in drive!

You have been talking with your customer for almost ninety minutes now...usually a good sign. She asked a lot of questions that showed that she had done her homework as well. Fortunately, you were able to answer all her questions and give her some more information about that Speedo XF2.

Then came the surprise. After all that she looks at you and says "I can buy it for the same price at a dealer that is closer to my house. That will make it easier for me to bring it in for routine maintenance."

For a moment, you think you have lost your sale. In fact, it looks sort of like your customer is thinking about getting her umbrella and heading out the door. You've been in this situation before, however, so you respond to her comment. "Well, I agree that it is important that you have a convenient way to get the car into the shop for maintenance and tune up. One way to do that is to buy the car near your home. But there are other ways to get that convenience, like our Gold Key pick up and drop off service, which will come and pick up your car at your home and bring it back. Plus, that is only one factor you should take into consideration when you buy your car. You should compare our service department, the warranty and the options that we provide.

REDUCE
SPEED
NOW

What is going on here? You are trying to talk the customer into buying her car from you and not someone else. Look at the last part of that section and think about how you are doing that.

There are several ways you could get someone to change their mind about something. First, you could be aggressive and threaten them. But we've already talked about how people are going to respond to that...they are going to get mad and do everything that they can to keep you from getting what you want!

OK. So being aggressive won't work. You could get real whiny and tell people that if you don't get what you want you will just leave. But then again, if you do that they will probably just ask you to leave. That doesn't work.

Or you could put on your per**suade** shoes and take everyone to the dance with you!

What? Per**suade** shoes? Dance? Have I gone off the deep end? Well, maybe, but not in this case. If you want to reach your goals and get what you want, you have to learn to persuade people. Persuade. That means to convince people that what you have to say is worth listening to and might be better than other plans. So it is kind of like puttin' on some per**suade** shoes and taking others to the dance.

How do you persuade people that what you have to say is worth listening to? Well, that is where the dance stuff comes in. What do you do when you dance? You sort of move together with your partner, sometimes going one way and sometimes another. Sometimes you lead, other times you follow. Persuading people is sort of like a dance.

How? I'm so glad you asked. Shall we dance?

First you have to do a kind of backward step. You have to let the person know that you understand what they are saying. For example, your customer said that she could get the same deal at an automobile dealer near her home, which would be more convenient for her. You started persuading her by saying that convenience was an important thing to think about.

So, the first step to the persuasion dance is to take a backward step and restate what someone else has said. In your educational planning meeting you might find that someone wants to have you take a greenhouse and horticulture course because that would be good for getting a job later on. You might start by saying that you agree that preparing for a job is important, but that you had something else in mind.

The next step in the persuasion dance is to take a forward step and show how you might achieve the same thing a different way...your way! So, as a car salesperson you tell the customer about the pickup and delivery service that is just as convenient for her. It meets the same needs talked about in the first step. So, for example, if you wanted to take an advanced math course instead of horticulture, you might point out how that course also prepares you for a job.

The final step in the persuasion dance is to take a slide step to the right. You do this by telling all the other advantages of your plan or idea. You could go on to show how the advanced math class would also prepare you for post-secondary education if you decided to do that instead of going right to work after high school.

Let's see. Step backward and let people know that you understand what they said. Step forward and tell how your plan meets the same goal. Take a slide step to the right and tell all the other benefits of your plan.

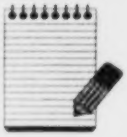
There it is...the persuasion shuffle. Time to put on your per**suade** shoes and go to the dance!

Okay. Let's look at what you've covered this session.

☑ You learned how to be a good salesperson at your planning meeting by being ___________ and communicating.

☑ You learned that ______________ is very important. You need to know when to persuade, when to talk, when to negotiate, when to compromise and when to just sit back and listen.

☑ You learned a new dance - the __________ shuffle. First you step backward and let people know that you understand what they said. Step forward and tell how your plan meets the same goals. And then take a slide step to the right and tell all the other benefits of your plan.



Before the next session, you should have:

- Looked at how you can "sell" what you would like to see done at your next planning meeting.
- Prepared yourself for the meeting by going back and looking at topics we have discussed in the past sessions.

Okay. So that's it for now.

Later.

Session 28

WHOSE FUTURE GOAL 20: You will learn to communicate effectively in small group settings.

☑ You learned how to be a good salesperson at your planning meeting by being prepared and communicating.

☑ You learned that timing is very important. You need to know when to persuade, when to talk, when to negotiate, when to compromise and when to just sit back and listen.

☑ You learned a new dance - the persuasion shuffle. First you step backward and let people know that you understand what they said. Step forward and tell how your plan meets the same goals. And then take a slide step to the right and tell all the other benefits of your plan.

THE PROGRAM
Session 29

COMMUNICATIN' (Or: I thought you said she said he said?)

WHOSE FUTURE GOAL 20: You will learn to communicate effectively in small group settings.

Hello! How's the number 1 salesperson at Kelsey's New and Used Car Emporium and Showroom? Got your per**suade** shoes on and ready to convince some folks that you have some goals and ideas that you want included in your transition plan?

Right! Then time to motor back onto that highway!

Your customer looks like she might be considering all of the extra advantages to buying her car from Kelsey's you have told her about. You could easily keep going on and on...I mean that is what they trained you to do, right? Sell cars...and you do it as well as anyone in the place, right? But you know better than to keep talking and talking and talking. One of the first things you learned about selling cars is that after you give people the facts they need, it is a good idea to let them talk about what they want and what they think of the things you've told them. It doesn't pay for you to be the only one flapping your yap. Of course, sometimes you need to say something. You usually wait until there is a small silence before you say something else...maybe ask a question or point out something that the customer might not have seen. Sure enough, your customer seems to be talking herself into buying the car from you...right then and there! It helps to have that bright, shiny red Speedo XF2 sitting there!

REDUCE
SPEED
NOW

Check it out. What has happened here that would be useful for you to know about for your educational planning meeting?

1.

2.

Did you notice two things that might be useful? One is that you have to be careful not to talk too much or too little.

The other is that it helps to keep your ideas in front of people so they can think about them.

Talking too much or too little. That can be a big problem at a planning meeting.

What is going to happen if you talk too much?

Right. After a while, no one is going to listen to you at all. It's like what happens with the elevator music they play at the department stores. When you first walk in you hear it, but after a while you don't hear it unless you think about it. You just tune it out. Well, your team members are likely to tune you out if you go on and on and on...like the Energizer Bunny!

On the other hand, if you don't say anything, what are they going to think?

Right. They are going to think that you are not interested or don't have any good ideas. Don't care what they think? Well, pretty soon, if they think you don't have any good ideas, they are going to start treating you like a kid...you know, talking down to you, telling you what to do and when to do it. Then they will make decisions about your life for you.

Not good. So, how do you know when you're talking too much or too little? Well, good question. Usually you know you've talked too much when you leave a meeting and you have this feeling in your bones that you said too much! But that's too late. Use a few common sense rules to decide when and when not to say something during your meeting.

To speak or not to speak, that is the question. Whether 'tis nobler...blah, blah, blah, blah and soforth. (Methinks he doth speak too much!)

Speak......when you are spoken to! When someone says something to you, look them in the eye and answer him or her. Don't shrug your shoulders and mumble, but speak up!

Don't speak......when someone else is speaking. It's rude and it will make them mad. That won't get you anywhere.

Speak.....when you haven't said anything for a while. If you sit too long people will wonder if you're asleep with your eyes open! You can find something to comment about, even if it just to say you agree with something.

Don't speak......if you've been talking a while and it looks like other people have questions. If you've been talking for a few minutes, say telling people about a goal you would like to have in your education plan, and you look around at the other team members and notice that they are trying to say something or have puzzled looks on

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their faces, it's time to be quiet for a few minutes. Let them ask questions or give their opinions and only speak if you are asked a question.

Speak......if you have something important to say about a topic. Go ahead! Speak up! Be assertive! Of course, be polite and wait until no one else is talking, but put in your two cents. But keep it short and to the point. This is no time to tell a long story about something that is only slightly related.

The best rule is to pay attention to what other people are saying, take part in the discussion, but respect the rights of other team members to take part too.

The second thing that is worth remembering is that it pays to keep your idea or goal in front of everyone. Your customer was thinking about where she wanted to buy her car and trying to get all the facts so she could make a decision. (I wonder if she knows the DO IT! process?)

Anyway, she was thinking and thinking, but all the time she was looking at that shiny, red sports car. She was thinking about how much fun it would be to drive. She was thinking how much she would enjoy showing it to the people she works with at the bank. She was beginning to think she might want to just drive it right of that showroom that morning!

We all do that. Why do you think they put those pictures of the **Monster Burger** on the wall of the **Burger Beast** where you work? Never mind that you never saw a **Monster Burger** that really looked like those in the posters...all stacked up straight with just the exact right combination of lettuce and tomato, every sesame seed in place. They put those pictures there so that the customer will walk in, look at that perfect **Monster Burger** and think "Gosh, that looks great. I think I'll have me a **Monster Burger Meal.**"

It works too. Keep your product out in front of the customer and they might just buy it. Same is true for your idea, opinion or goal. The more people look at it and see that it is a good plan or idea, the more they might begin to buy into it!

But, you say..... it's easy to keep a car or a burger in front of people. How do you keep an idea or goal in front of people?

I'm glad you asked that question.

One thing you might do is to come into the meeting with your idea or goals written out on a sheet of paper. Make sure there is a copy for everyone and make sure the sheet is neat and clean. That will keep it in front of everyone and at the same time let people know you are serious about this stuff.

Take a few minutes and use the sheet called **FOUR THINGS I WOULD LIKE TO TALK ABOUT AT MY MEETING,** to identify four goals, ideas or opinions you would like to talk about at your meeting. (It's at the end of this session). Be positive about what you say...don't make your opinion sound aggressive! When it comes time for your meeting, you will have this to hand out if you choose to do that. If you change your mind between now and then, you can always make a new list.

Go ahead, I'll wait.

♪♪♪ ♪♪♪♪ ♪♪♪♪

Got it? Good. One other way you can keep your ideas before the team is to mention them a couple of time. Be careful, don't bring them up so many times that people get tired of hearing them, but when the timing is right, repeat your idea, goal or opinion as one you would still like the team to consider.

Right. Now, back to the showroom.

Just as you thought, your customer has made a decision. She turns to you and tells you that she might be interested in buying the car if the terms are right. You tell her how pleased you are that she has come to that decision and tell her that you are sure that you can meet her requirements for buying the car.

Now comes the part that most car buyers dread the most. Talking about the money. The whole process is frustrating. Your job is to make it as easy as possible for someone to buy a car. You're not like some car salespeople who do whatever they can to get the customer to sign on the dotted line. You know that if someone leaves the showroom that day thinking that they got a bad deal or that they paid too much, they won't be back to buy their next car. You are proud of the repeat customers you have so you work hard to make sure that customers understand everything they need to know to make a good decision.

In this case, it's easy. The customer has done her homework. She has looked at how much, on the average, a dealer has to pay for this car. She knows how much options should cost. She knows how much she can afford to spend and even has arranged with the bank for getting her loan approved before coming in.

When you get to the office where you can talk, she says that she is not willing to pay the sticker price for the car. Of course, part of your job is to get a good price for the car, so you can't just immediately give her the lowest price around! You want to be fair but still make some profit! So, you agree that she will not need to pay sticker price and you list out a base price for the car, costs for options, dealer prep and some other costs. When that is done, you add all that up and write down the total price. Good thing you took that advanced math course instead of the greenhouse class!

Your customer looks at the total price and at the price on the options, and says that the price is closer to what she had in mind, but she really needed to pay less than that figure. How much less, you ask. She looks at the figure again, and says that she would be willing to pay $1,000 less than the price you figured.

You look again at the numbers and point out that you can come down on the total price on a couple of the options, but the other prices were firm. You refigure the total and it comes out $500 less than the first figure.

Your customer looks at the final figure and says that if you could come up with another $100 saving, she would buy the car. You point out that all of the options are as low as you can go, but that she could do without the back floor covers and save $99. If she does that, you say, it would put it at the figure she was looking for and you would throw in the special undercoating, normally $35, for free.

She looks again at the figures, then at you. Then she stands up, holds out her hand to you and says "you've got a deal!"

REDUCE
SPEED
NOW

One more time. Look at what has just happened at the car showroom and find what is important to remember for your educational planning meeting.

What was going on as you and your customer were deciding on a price for the car?

Negotiation and Compromise.

Two important words to remember.

Negotiate means to work out a deal on something...like the price of the car. When you negotiate something, you talk with the other person or people, find out what they want and try to find something that you all can agree to.

When you agree to something that was different from what both parties started with, that is a compromise.

Why, you ask, should you settle for anything other that exactly what you want? Well, the answer to that is pretty simple.

If you don't you will never get anything you want! It's like this...nobody, with the possible exception of Michael Jackson, gets everything they want. If you hold out for things just as you want them, you may find yourself with nothing.

Compromising is a way to get most of what you want because the other people gets at least some of what they want as well. Everybody's happy, right?

Look at it this way. Say you and a friend have the same amount of money, and together you have exactly enough bucks to get a pizza. You go to the pizza

restaurant. You announce that you want the Pepperoni with Anchovy. Your friend wants Sausage and Mushrooms. Problem.
What do you do? You could insist that you get your way and your friend insist on getting her way and the next thing you know neither of you gets anything.

Or you could use

Negotiation and Compromise.

So, in talking about types of pizza you both discover that your second favorite topping is ham and pineapple. You could order one of those pizzas and both be pretty happy. Sure, it's not Pepperoni and Anchovy, but it beats nothing.

Or maybe you decide that you will split the pizza, get half Pepperoni and Anchovy and half Sausage and Mushroom. You don't have as much pizza to eat, but on the other hand you only paid for half anyway.

Most things aren't as easy to negotiate and find a compromise about as pizza. You have to work at finding what would be a good compromise. But once you begin thinking about it, you get better and better at it.

Tips for Negotiation *and* Compromise..

1. Be prepared. Before the meeting, think about what you would not be willing to compromise on. Make sure you have a very good reason for this. If you find that you have a whole list of things you are not willing to compromise on, you will not accomplish most of what you want.

2. Never say never! When you get to the meeting, listen to what others have to say. You might find yourself willing to compromise on something you didn't want to because someone else has a good idea.

3. Remember the Alamo! Don't back yourself into a corner where the only thing you can do is become defensive. Don't draw a "line in the sand" and then challenge the other team members to cross it. In the end, you won't get what you need.

4. Teammates! Keep in mind that the members of the planning committee, including yourself, have the same goal....to put together the best educational and transition plan to meet your educational needs. These are not your enemies you are dealing with here! They are people who care about what happens. They might have different ideas on how to get what you need, but if you deal with them as teammates and not enemies, you will find that they will be more likely to see things your way. We'll talk more about this next time.

5. Never say never, part 2. If, in the end, you don't achieve what you want, don't give up. Go back, look at the reasons you didn't get what you wanted. Maybe you need to change some things about your idea or plan. Maybe the timing was just wrong. Be honest with

yourself. Then, if you still think it is important, find ways to convince others that it is important.

Take a look at these examples. What compromises might work in each case?

You want a Saint Bernard dog because you really like big dogs. Your brother wants a Shelty because he wants a dog that lives inside your house.

You need to go by the library to return a book and you need someone to drive you there. Your sister doesn't want to drive you because she is watching her favorite TV show.

You want to have a goal in your IEP about learning how to drive but your parents are concerned about you driving.

Driver's education is offered at the same time as a math class you have to have to graduate. You have two more semesters left before you graduate.

Okay. Let's look at what you've covered this session.

☑ You learned that you have to be careful not to _______ too much or too little.

☑ You saw that it helps to keep your _________ in front of everyone so they can think about them.

☑ You figured out that writing your ideas out and giving others a _________ might be a good way to keep your ideas in front of other team members.

☑ You learned that ______________ means to work out a deal on something and find something that everyone involved can agree with.

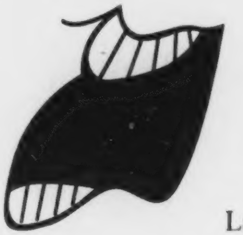
☑ You learned that to _____________ is to agree to something that was different from what you wanted in the first place, but that compromising is a good way to get most of what you want.

Before the next session, you should have:

- Looked at the ITP form and decided what is important to you in each area.

- ✏ Talked to your parents, teachers and other people about your ideas.
- ✏ Completed the form listing things you would like to talk about at your meeting.

Okay. So that's it for now.



Later.

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Session 29

WHOSE FUTURE GOAL 20: You will learn to communicate effectively in small group settings.

☑ You learned that you have to be careful not to talk too much or too little.

☑ You saw that it helps to keep your ideas in front of everyone so they can think about them.

☑ You figured out that writing your ideas out and giving others a copy might be a good way to keep your ideas in front of other team members.

☑ You learned that negotiation means to work out a deal on something and find something that everyone involved can agree with.

☑ You learned that to compromise is to agree to something that was different from what you wanted in the first place, but that compromising is a good way to get most of what you want.

FOUR THINGS I WOULD LIKE TO TALK ABOUT AT MY MEETING

NAME________________ **DAY OF MEETING**________________

MEETING LOCATION______________ **TIME OF MEETING** _______________

1. ____

2. ____

3. ____

4. ____

THE PROGRAM
Session 30

COMMUNICATIN' (Or: I thought you said she said he said?)

WHOSE FUTURE GOAL 20: You will learn to communicate effectively in small group settings.

Hello! You're back! Good. Let's see, what were we talking about last time? Hmmm...car sales...persuasion...compromise... mumble......assertive......aggressive...... hmmmm......mumble......talk....talk....

I'm trying to figure out what we are supposed to do next!

Oh, yeah. Listen! That's right....listen!

No, I'm not telling you to listen to me....that's what we are supposed to talk about now....listening!

Communicating is sending and receiving a message, remember? Most of us are pretty good at the sending part. It's that receiving part that always seems to be the hangup.

Why? Because we have to really listen. My grandma used to say that our mouth and our ear canals were linked and when you had your mouth open it closes your ear canal! What she meant was that it is hard to listen and talk at the same time.

But listening is an important part of communicating.

We are going to look at two things this session. One is......have you been listening? Right! We are going to talk about listening. The other thing you need to think about is how to be a good team player. They are related, you see. If you are a good listener you are going to go a long way toward being a good team player and if you think of yourself as part of the team, you are going to want to listen to what your other teammates have to say.

When you first began **THE PROGRAM**, you spent quite a bit of time talking about the IEP or ITP meeting and who should be at that meeting. Remember?

Go back to **Session 2**. In that session you identified people who should be at your planning meeting and who you would like to be at your planning meeting. Look at this stuff again so that you remember what you decided at the end of that session.

♪♪♪ ♪♪♪♪ ♪♪♪♪

Now that you remember who should be at your meeting and who you would like to be there, picture them all seated around the table or wherever you have your planning meetings.

Can you see it? Good.

Now, this is your team. What team, you ask? Well, the team that has been put together to make decisions about your school program.

Wait a minute. Wait just a New York minute. What's this team stuff? We've been talking about **YOU** making decisions, about **YOU** setting goals, about **YOU** being assertive....**YOU**, **YOU**, **YOU**!!!!

Well...that's not entirely right, is it? I mean we have talked a lot about things you could and should do to make sure you participate. We have talked about ways that you can become more assertive and make decisions.

But we've also talked about the **Other People** at the meetings and how important they are to assist you in making good decisions. We talked about how **Other People** have information about **COMMUNITY RESOURCES** you could use to reach your **GOALS**.

In fact, we've really talked a lot about how you can become part of the team that makes decisions about your educational program.

Now, what exactly does that mean? What is meant by a team?

If you go to your old, dog-eared Webster's dictionary and look up "team", you will see that it is..........ah yes, here it is.:. a group of animals with harness to perform a task!

Oops. Sorry. Wrong definition. Here's what I was looking for...a team is a group of people on the same side who work together for a common goal.

Hey! **GOAL**! Now there's something we know about, right? A **GOAL** is something that you aim for or something that you set out to do, remember?

Sure you do. So, if a team is a group of people who work together for a common **GOAL**, how can the people who get together for your IEP or ITP meeting be a team?

They are working toward a common goal.

What is that goal? Well, think about it for a minute. What is the goal of the team at your meeting?

Right! The common goal of the team is to write an educational program that will be the best program to prepare you to become an adult.

That's why they are all on one side (like a team should be). Which side? Your side. They are there to assist you and to be on your side to plan a good program. Kind of makes your eyes water, doesn't it? All those people there just to give you a hand. Sniff.

OK. So this is not real tear-jerker stuff. It still is true. The **Other People** that are there at your meeting are there to assist you to plan your educational program.

Think about teams you know...let's take volleyball for example. Does each team member have exactly the same skill or talent?

No. If every team member did exactly the same thing well, it wouldn't be a very good team, would it? I mean, if you have a whole team of people who can serve the ball well, but nothing else, then you will be great at getting the play started and lousy at finishing things off. A volleyball team needs people who are strong servers, good spikers (tall people!), good at setting the ball up to be spiked, good at returning the long ball, etc. Basketball teams need people who are good dribblers and passers, shooters, rebounders, etc.

So, another thing about your team is that they each have different skills that they bring to the meeting. That is good. The vocational rehabilitation counselor knows all about what supports are out there to help you get a job. Your teacher knows the best way to learn the math skills you need.

What part do you play on the team? Well, what do you bring to the team? What is it that you know more about than any one else?

Right! You know about you! You know what you like, what you don't like, what you're good at and what you are not, what you want to be and where you want to go. Nobody, but nobody, knows you like you!

That is important.

So, teams work together for a common goal, are on the same side and bring different skills together to address the goal.

Take a few minutes to think about the different things the team members for your planning meeting will bring to the meeting. What do they have to contribute to the meeting? Use the list of team members you came up with in Session 2, write out their names or title and then write down what their part on the team should be.

Team member	**Part on team**

Finished? Good. Now you should have a better idea of what each team member will be doing.

There is one other thing about being a good team member that we should talk about. What happens when there is one hot dog on the team? When one team member hogs the ball, tries to get all the attention, tries to do everything alone?

Right. The team doesn't work well. That person messes everything up. So good team members know their part and doesn't try to take over everything. They let the **Other People** do what they do well.

At your educational planning meeting, that means being prepared, participating and listening. There are tricks to being a good listener. Believe it or not, it's not something that just happens. You have to work at it.

Guess what? I've got some rules that could help you learn to be a better listener! Surprised? I didn't think so....I call these my "**get reAL**" rules.

That means:

"**get re**sults from **A**ctive **L**istening."

Ready to **get reAL**?

Good.

get reAL rules

1. **get reAL**.......look at the speaker! We've talked about this before, but it is worth talking about one more time. When you look at a person while that person is speaking, you tell him/her that you are listening to what she/he has to say. You tell that person that what she/he has to say is important enough for you to take some of your time to listen to. So, when you are in your meeting, look at the person who is speaking.

2. **get reAL**.......ask questions! When you are listening to people, they will most likely say something that you have a question about. Asking them will show that you were listening and are interested. You can ask a couple of different kinds of questions, questions to clarify something and statements to confirm something.

To clarify means to make clear. Clarifying questions are those you ask to try to understand something better. So, if there is something that is said that you don't understand, ask away. That will let you know what is going on and will tell the speaker you are listening.

To confirm means to make sure that something is right. You can use confirming questions just to show you were listening. For example, you might say to a team member "You said that it would be a good idea to learn how to do advanced math, right?" That question is just confirming what you already heard, but it lets the speaker know you were paying attention.

3. **get reAL**.......don't interrupt people! It's a good idea to ask some questions to show you are paying attention. It's a bad idea to keep interrupting the speaker. A good listener lets another person speak without interrupting unless it is really necessary. If you keep interrupting, you are telling the speaker you don't really want to hear what she/he is saying.

4. **get reAL**.......take notes! Taking notes shows that you are listening. I mean, how can you write down what you just heard unless you just heard it!

Okay. Let's look at what you've covered this session.

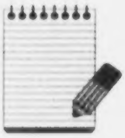
☑ You looked at _______________ and thought about how to be a good team player.

☑ You learned that a _________ is a group of people who work together for a common goal.

☑ You learned that the goal of the team is to write an _______________ program that will be the best possible program to prepare you to become an adult.

☑ You learned that each member of the team has different _________ and that having all those people with different skills on your team is a good thing!

☑ You learned how to get __________ from active listening.



Before the next session, you should have:

✎ Looked at who you want at your meeting and on your team.

✎ Thought about what each member's part is on the team.

Okay. So that's it for now.

Later.

Session 30

WHOSE FUTURE GOAL 20: You will learn to communicate effectively in small group settings.

☑ You looked at listening and though about how to be a good team player.

☑ You learned that a team is a group of people who work together for a common goal.

☑ You learned that the goal of the team is to write an educational program that will be the best possible program to prepare you to become an adult.

☑ You learned that each member of the team has different skills and that having all those people with different skills on your team is a good thing!

☑ You learned how to get results from active listening.

THE PROGRAM
Session 31

Thank you, Honorable Chairperson

WHOSE FUTURE GOAL 21: You will learn about different kinds of meetings

Hi! You're back! One more set of lessons and then you will have officially, absolutely and completely finished with **THE PROGRAM**! You will be a **GRADUATE** of **THE PROGRAM**! You will be able to take more control over your very own educational and transition planning meetings! You will go on to fame and fortune! Well, maybe not fame and fortune...how about going on to reach your dreams? That would be as good as fame and fortune! Besides, I was speaking a little too early. Before you are finally and absolutely ready to jump into the old educational and transition planning game you need to know just a little bit more about meetings.

What's that, you ask? I know, it seems like we've been talking about meetings for the last fifty years! What more can there be to say about meetings?

Well, actually, quite a lot! It's time to learn about what should happen on that eventful day......the day of your transition planning meeting. You remember what transition planning is, of course? (Look out...here it comes....for the last time, I promise....)

THE TRANSITION PLANNING PROCESS
......is a bridge to your future.

Transition skills are things you need to know to get from one point in your life to another. It is like walking across a bridge from school to the adult world. Transition planning is building that bridge. Transition planning means making decisions about what you need to learn to be successful as an adult.

Sure, you remember that! You should. I've told it to you seven times now.

Of course, you remember what a process is, right? Something that requires a set of steps before you are really finished with it. We've talked about a lot of the things you need to learn to be a part of your transition planning process, like how to make decisions and think about outcomes.

The outcome of the transition planning process is the transition or educational planning meeting. It all comes to this.... a meeting. It would be a good idea for you to know more about meetings in general. Like, why bother with them and how to plan for them. Even how to be a good team member and how to lead meetings. Right?

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I thought you'd agree. What's that? You don't agree?

Sure you do. Don't mess with me like that.

So, we're going to spend some time talking about meetings. The how, why, what, where and who of meetings. Everything you ever wanted to know about meetings but were afraid to ask!

Ah, the sheer excitement of it all.

Here we go!

Okay. I have a question for you. You've learned that the transition planning process ends up in a meeting. The question of the hour is (drum roll, please):

Why bother having meetings?

Seems like a fair question? You've gone to a lot of trouble to get to this point. Why bother? Why have meetings at all?

Well, what do you think? Why bother having meetings?

Did you come up with anything? Well, I wouldn't let you do all this work if there weren't a lot of good reasons to have meetings. But just so you know for yourself and don't have to just take my word for it, let's look at some good reasons to have meetings.

Good reason to have a meeting number 1:

Meetings are a good way to share information about something of interest to a lot of people. So, since it seems that half the planet has information you need to make decisions about your future, a meeting is the best way to make sure that everyone has that information.

Think about it. You could do it all by telephone, but unless you have a conference call button on your phone at home, you'd have to talk to one person, hang up, dial out, talk to another person, hang up, dial out....I can see it now:

♪♪♪ beep, beep, beep ♪♪♪♪

boop, beep, beep, boop ♪♪♪♪

(that's the sound of you dialing your teacher's home phone)

"Hello, Ms. Rollins? Hi, nice to talk to you! Yeah, I wanted to talk about my transition plan."

"Yeah, I want to work on some job related skills too."

"Good idea. I'll check with Mr. Harvey, the VAC."

Click........buzzzzzzz

(that's the sound of you hanging up).

♪♪♪ beep, boop, beep ♪♪♪♪

beep, beep, beep, boop ♪♪♪♪

(that's the sound of you dialing Mr. Harvey).

"Hello? Mr. Harvey? Yes, I'll wait."

"Mr. Harvey? Yes, I wanted to see what you thought about my transition plan including a goal about working at the lumber yard."

"You like that idea? What should the goal say?"

"Well, that is a good idea...I will need to learn to use a saw."

"I think Ms. Rollins will like that idea, but we have to drop a class to fit that in. Maybe I could talk with my gym teacher, Coach Sweat Socks, about taking early gym class. I'll see what he thinks and get back with you."

Click........buzzzzzzz

(that's the sound of you hanging up).

♪♪♪ beep, beep, beep ♪♪♪♪

beep, boop, beep, boop ♪♪♪♪

(that's the sound of you dialing Coach Socks).

"Hello, Coach Socks. Oh. You were napping. Sorry. I wanted....."

You get the idea, right? A meeting gives people the chance to come together and share the information they have with other people who need that information.

Good reason to have a meeting number 2:

Meetings are a good way to build team spirit. Why is that important? Well, it's like the old saying "two heads are better than one." The more people you have working to achieve a goal, the better the chances for reaching that goal. But for a team to work together, they need to have the same goals and the same vision. They need to share the same dream. Meetings give everyone a chance to meet each other and share dreams and concerns.

Also, when you are supposed to do **SOMETHING** and a whole team of people know you are supposed to do **SOMETHING** and if you don't do that **SOMETHING** they will all know you didn't do that **SOMETHING** .....well, it kind of gives you an extra reason to really do that **SOMETHING**!

Good reason to have a meeting number 3:

That old "two heads are better than one" stuff is especially true about problem-solving. Sometimes, no matter how many times you look at a problem, you can't figure it out. Then along comes someone else and they know the answer

ST COPY AVAILABLE

right off the bat. That happens to everyone. The more people you get together, the better chance of coming up with the right answer to a problem.

I'll give you an example. Last week I was out on the back patio at my apartment. I was bouncing a ping-pong ball off of the wall and getting pretty good at it. Then, all of a sudden the ball hit a pebble and took a funny bounce. After flying off the patio and out onto the deck around the swimming pool, it slowly rolled into a hole that was about 10 inches deep! This hole had something to do with the drainage system for the pool.

Well, obviously I was quite upset. It was my last ping-pong ball. What could I do?

Easy, I thought, I'll get me a stick and get the ball out. I looked around and found a stick that was long enough and I poked and poked and prodded and......the ball didn't come out. There I was, sitting on the deck of the pool wondering what to do next. I sat and thought. And sat. And thought. And thought and sat. And just sat. I was at a loss. What was I to do?

Then, my neighbor came out, took one look at me and asked what the problem was. I told her and she looked into the hole and said "that's easy" and then told me how to get it out! I was very pleased, needless to say. But it just goes to show you, sometimes the more people working on a problem the better!

What? What was her solution to my problem? Well, think about it for a minute and then I'll whisper it to you.

♪♪♪ ♪♪♪♪ ♪♪♪♪

Got it? If not, come closer and I'll tell you:

Put water in the hole so the ball floats!

See, I told you it was simple!

Good reason to have a meeting number 4:

Making decisions by yourself is a lonely business! We've already talked about why it's a good idea to get as much input and support as possible to make good decisions. Team meetings are a great way to make hard decisions. You know...you get lots of different ideas and lots of people chipping in to make the decision easier.

There is one other good reason for team decision-making, but most people won't mention it! But hey...we trust each other, right? I shoot straight with you and don't try to make like there are any secrets, right?

What's the other reason? Well, if it's the wrong decision there are lots of people to share the blame!

You may not realize how important that is until later.

So...those are four good reasons to have meetings. I'm sure there are others, but we'll let those do for now!

But, did you know that there are different kinds of meetings? Sure. Remember, nothing is simple, right? And of course, in each of these different kinds of meetings you do things a little different way! So, it would help to think about what kind of meeting your IEP/ITP meeting is.

Here are five kinds of meetings. I'll tell you a little about each one. When you've read about all five, pick the kind of meeting your IEP/ITP meeting will be.

KINDS OF MEETINGS

TEAM BUILDING MEETINGS

Team building meetings are just what they sound like. Meetings to build team spirit. They are kind of the adult version of pep rallies! In a meeting like this, the only purpose is to come together to build up the spirit of the members. For example, a business may be ready to start on a big, new project. They might bring their employees together to talk about how important the project is and how important all the employees are.

The people who are leaders at these meetings just have to come up with ways to get the team members excited. Team members just have to sit, listen and (hopefully) get excited!

INFORMATION AND INSTRUCTION MEETINGS

Information and instruction meetings are set up to give larger groups of people some information they will need to do something. Let's take the big project the employees got all excited about at the team building meeting. Every one is pumped and ready to go. Now they need to know what to do! Let's say the project includes working on a computer. The company might have a meeting where they bring a computer expert to tell all the employees about the computer.

The leaders of this kind of meeting are people who know something that other people don't know and need to learn. The team member's role is to learn the information.

CONSULTATION MEETINGS

Consultation meetings are chances for people to consult with someone else. Seems logical, right? Consultation and consult?

What? What in the world do I mean by consulting? Well, when you consult with someone, you ask for his or her opinion. Usually you ask someone's opinion if you think she/he know a lot. Like, if you wanted to buy a car and your Uncle Raymond had been selling cars for all of his life, you might consult with him to find out where you could get a good deal. That means you might ask him what he thinks about buying your car.

So, consultation meetings are meetings that are held to consult with someone. Most consultation meetings are between just a few people. Here's an example. I know you've never been to the principal's office at school, but you probably know someone who has, right?

Why are you looking so guilty? Well, never mind...I don't want to know!

Anyway, those people who are sitting in the principal's office...well, they are there for a consultation meeting! The principal is going to give them advice about the best way to behave during school hours! The people in the office can accept that advice or not. Of course, if they choose not to accept the advice they may end up in hot water.

So, during consultation meetings there is someone who wants (or needs!) someone else's opinion.

DECISION MAKING MEETINGS

The purpose of decision-making meetings is to build a team with members who have a lot of information about something and to have those team members work together to make a decision about something.

A company might be at an important point in a project and decide to get everyone together who had worked on the project to make a decision about which way to go next.

PARLIAMENTARY MEETINGS

The last kind of meeting are meetings that use parliamentary procedures. That's just a fancy way of saying that the meetings use rules for doing their business. Government meetings (like the Congress) use parliamentary procedures. These are things like calling the meeting to order or making motions and voting on them.

Parliamentary meetings are good when you have a large group of people at the meeting. Some organizations have 50 or 100 people on their board of directors and you have to use these rules to ever get anything to happen!

OK. Now that you've checked out these kinds of meetings, mark what kind of meeting your IEP/ITP meeting will be?

☐ **TEAM BUILDING MEETING**
☐ **INFORMATION AND INSTRUCTION MEETING**
☐ **CONSULTATION MEETING**
☐ **DECISION MAKING MEETING**
☐ **PARLIAMENTARY MEETING**

What did you decide? Easy, right? Your IEP/ITP meeting should be a decision-making meeting.

Before you start the next session, think about your last IEP/ITP meeting. Was it really a decision-making meeting or was it more like some of those other meetings you learned about? Take a few minutes and list the things that need to be done differently to make it a real decision-making meeting.

Well, that's all we really need to say about meetings in general. In the next few sessions you will look at how to be a good team member and how to plan for and lead meetings.

Okay. Let's look at what you've covered this session.

☑ You learned _________ good reasons to have a meeting:
1. to share _____________
2. to build team ________
3. to come up with the _______ answer to a problem
4. to get lots of ________ and make the decision easier

☑ You looked at ________ types of meetings, team-building, information and instruction, consultation, decision-making and parliamentary.

☑ You decided that your planning meeting was a __________-___________ meeting.

☑ You thought about how things needed to be done __________ to make your meeting a real decision-making meeting.

Before the next session, you should have:

✎ Finished thinking about how to make your meeting a real decision-making meeting.

Okay. So that's it for now.

Later.

Session 31

WHOSE FUTURE GOAL 21: You will learn about different kinds of meetings

☑ You learned four good reasons to have a meeting:

1. to share information
2. to build team spirit
3. to come up with the right answer to a problem
4. to get lots of ideas and make the decision easier

☑ You looked at five types of meetings, team-building, information and instruction, consultation, decision-making and parliamentary.

☑ You decided that your planning meeting was a decision-making meeting.

☑ You thought about how things needed to be done differently to make your meeting a real decision-making meeting.

THE PROGRAM
Session 32

Thank you, Honorable Chairperson

WHOSE FUTURE GOAL 22: You will learn how to plan for a successful meeting.

Welcome back! You're one step closer to taking more control of your planning meeting!

Last session we talked about meetings in general. This time we are going to talk about how to plan for a meeting.

Why? A lot of the success of a meeting depends on the planning someone put into it! It's like your prom. Someone has to arrange for the band, deck out the hotel ballroom, set up all those funny looking lights, hire the photographer and stuff like that. All that planning means that you will be able to have a good time!

You are going to walk through four steps to planning a successful meeting. The first thing that you have to figure out is who is responsible for planning the meeting?

Think about your IEP/ITP meeting. Who plans it? You really should know because they might not be as worried about it being a big success as you are! I mean, it's your future, not theirs! In fact, you might want to make it your responsibility to plan for the meeting.

Stop right here and now. Before we go on, you need to know who plans your IEP/ITP meeting. Later on you might choose to help plan and set up the meeting, but for now you just need to know who is responsible for planning the meeting. Take a few minutes and find out. I'll wait!

♪♪♪ ♪♪♪♪ ♪♪♪♪

Back? Great! Did you find out who is responsible for planning your meeting? Good. Remember that name....it may come in handy later.

All right. Back to planning a meeting. Let's say that you are responsible for planning your IEP/ITP planning meeting. Here are four steps to planning a successful meeting that you might want to include.

Step 1: Make sure the purpose of the meeting is clear.

Step 2: Make arrangements to guarantee success.

Step 3: Specify the outcomes of the meeting.

Step 4: Follow-up on the meeting.

Let's look at these steps one at a time.

Step 1: Make sure the purpose of the meeting is clear.

Haven't we heard this somewhere before? You know, the part about having a purpose?

It is worth talking about again, though, because if the purpose of the meeting is not clear, the topics discussed will.....

wander around and around until everyone's lost!

Then, you won't get anything accomplished.

How do you make sure that the purpose of the meeting is clear?

Easy. Define the purpose and communicate that to the other team members.

Define and communicate.

Hey! That's stuff we've already worked on! That's stuff we know how to do!

Defining the purpose is just writing down why the meeting is being held. Communicating it to the other team members is making sure that they know. You could do that a lot of ways. You could make sure someone starts the meeting by stating the purpose of the meeting. You could write out the purpose and make sure other people get copies of that paper. You could write the purpose on the chalkboard or a flip chart so that everyone could see it.

Simple. But important!

Before you move on to the next step in planning a meeting, you should make sure that you know the purpose of your educational or transition planning meeting. (I mean, I've been telling you all along, right?). Take a few minutes and write down the purpose of your planning meeting.

Not quite sure how to word the purpose? That's OK. Go back to the early parts of **THE PROGRAM** where it talks about the planning meeting (**Session 1**) and see what it says there. You can also talk to your teacher or vocational counselor about the purpose of the meeting.

Go after it now...I'll wait!

The purpose of my planning meeting is to:

♪♪♪♪

Got it? Good. Now you know the purpose of your planning meeting. You need to think about how you will communicate it to everyone. Maybe you should talk with whoever is responsible for planning your meeting (if it's not you, of course) and tell that person that you want to make sure that everyone knows the purpose and talk about how to do that.

On to the next step in planning. .

Step 2: Make arrangements to guarantee success.

OK. You've made sure that there is a clear purpose to your meeting and that everyone knows that purpose. What next?

Well, you've got to hold that meeting somewhere, right? And during the meeting you'll have to have some things, like paper and pens. So, the next step to a successful meeting is making sure that the arrangements are made.

Here are some of the important things to keep in mind when you are making arrangements:

1. Make sure that everyone who is supposed to be at the meeting is notified about the time and place. That should be your school district's job, but it doesn't hurt to make sure that all the people you want there know about it. A phone call might be a good idea if some people, like a friend or neighbor, have never been to a meeting like this. People are more likely to come if they get invited by you and not just notified by a letter.

2. Pick a day and time that is convenient for everyone. It may be easier for you to just have the meeting right after gym class. However, your neighbor may have to work and might not be able to make it then. Don't assume that if it is a good time for you, it is good for everyone. You might even have to have the meeting at night! But, then again, this is your future we're talking about here...it might be worth one night meeting.

3. Pick a place that is convenient for everyone. Again, it might be easy for you to have it in the counselor's office, but there might be some team members who have a hard time getting to that location. Make sure that everyone can get to the place. Make sure that the location is accessible to all people.

4. Set the meeting site up to be comfortable and to promote the outcome. This seems simple, but it's important. If the meeting is going to be long, people will get restless and not pay attention if they are sitting in hard, uncomfortable chairs. Make sure that the chairs are as comfortable as possible and arrange for breaks during the meeting to give people a chance to stand and stretch. Think about how to set up the chairs and tables. If you are going to be doing a lot of writing, it makes sense to have people around a table. If you want people to talk a lot, set them up in a circle so everyone can see all the other team members. Make sure that everyone can see the chalkboard or flip chart if you are using them.

5. Make sure everyone has the handouts and a schedule. Make up a schedule or agenda that lists the things that will happen in the meeting. This will help the team members stay on track. Check to make sure every team member has a schedule and whatever handouts you are going to use.

6. Make sure that all supports and accommodations are in place. This will change depending on who is at the meeting and where and when the meeting is held. People at your meeting who are not used to the educational system may need to have some information that explains to them what an IEP or ITP is and what the transition planning process is all about. If your little brother or sister is there and they can't read, you should make sure that anything they need is read to them. If your 132 year-old great-grandmother is there, you might need to make sure that whoever writes on the flip chart does it in REAL BIG LETTERS since Granny's eyesight isn't as good as it was! If you decide to have the meeting at six o'clock in the morning, you might need to make sure everyone has coffee to stay awake! You just have to make sure that people get the support they need to contribute.

7. Finally, take care of the little things. If people are skipping lunch to be there...make sure there is a snack for them! It's usually a good idea to have something to drink, even if it is just water. Check that thermostat...is it too cold? Too hot? Know how to change the temperature if other team members don't agree! Learn how to use the equipment for the meeting. Set the flip chart up beforehand and make sure you have markers available.

Take a few minutes to decide what you could do to make the arrangements for your planning meeting to guarantee success. Who is going to be invited? Do you need to call anyone personally and invite them? Where would be a good place to have the meeting? How about a good time? Sit down with the person planning your meeting and ask her or him some of these questions.

I'll wait here, OK?

♪♪♪ ♪♪♪♪ ♪♪♪♪

Step 3: Specify the outcomes of the meeting.

Purposes and outcomes. This sounds more and more like the stuff we've already talked about! Well, this outcome is a little different from the outcomes we were talking about before. Before we were talking about identifying outcomes that you would like to experience when you graduate from school...like where you live, work and play. This time you need to think about what the outcome of the meeting should be.

Look at the purpose of the meeting. It's to make a plan for your future. The outcome of most transition and educational planning meetings should be to come up with a plan. This plan will have goals and objectives and timelines and services needed and all that stuff.

It's important to talk about the expected outcome of the meeting so that you can tell whether the meeting has been a success or not.

Get back together with the person responsible for planning your meeting. I know, I know...he or shi is tired of seeing your face! But, that's tough! Remember..the squeaky eel gets the grease!

What? Oh. It's the squeaky wheel that gets the grease. I always thought that saying didn't make sense.

Anyway, get with that person and decide on an outcome for the planning meeting. Don't worry...I'll be here when you get back.

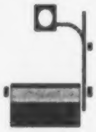
* * *

All right..one more step to successful meetings.

Step 4: Follow-up on the meeting.

The last step to making sure that a meeting is a success is to follow-up on the meeting. This means doing the things that were decided at the meeting and making sure that all the people do what they said they would! If it was decided that a team member would find out about a job in the community and you have not heard back from her/him, give her/him a call. Of course, unless you do your part, you can't be bugging everyone else, right?

If you follow these four steps to planning a meeting, chances are that the meeting will be a success. In the next session we are going to talk about being a good team member and after that we'll talk about leading meetings.



Okay. Let's look at what you've covered this session.

☑ You found out who ___________ your IEP/ITP meeting.

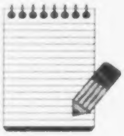
☑ You looked at the _________ steps to planning a successful meeting. These steps are:

1. Make sure the ___________ of the meeting is clear
2. Make _________________ to guarantee success
3. Specify the ___________
4. __________-up

☑ You made sure you knew that the purpose of your meeting is to make a plan for your ___________.

☑ You learned ____________ important things to keep in mind when you are making arrangements for your meeting.

☑ You learned that it's important to talk about the __________ outcome of the meeting so you can tell whether it is a success or not.



Before the next session, you should have:

✏ Made a list of people you need to call about your meeting.

✏ Talked to whoever is responsible for planning the meeting about arrangements and the outcome you selected.

Okay. So that's it for now.

Later.

Session 32

WHOSE FUTURE GOAL 22: You will learn how to plan for a successful meeting.

☑ You found out who plans your IEP/ITP meeting.

☑ You looked at the four steps to planning a successful meeting. These steps are:

1. Make sure the purpose of the meeting is clear
2. Make arrangements to guarantee success
3. Specify the outcomes
4. Follow-up

☑ You made sure you knew that the purpose of your meeting is to make a plan for your future.

☑ You learned seven important things to keep in mind when you are making arrangements for your meeting.

☑ You learned that it's important to talk about the expected outcome of the meeting so you can tell whether it is a success or not.

Thank you, Honorable Chairperson

WHOSE FUTURE GOAL 23: You will learn what it takes to be a good team member.

And a bright, cheery good day to you! Glad you're back! Last session we talked about how to plan for a successful meeting. You've already figured out that the type of meeting you will be having is a decision-making meeting.

Decision-making meetings are only successful if the people who are at the meeting are good team members and if the meeting has an effective leader.

We've already talked about the fact that you are the most important team member at your planning meeting. After all...without you there wouldn't be a planning meeting about you, right?

So, you will be a team member at all your planning meetings. In some cases you might even have a chance to lead your meeting.

In both cases, you should know what to do to make sure that you do your job. We'll start with what it takes to be a good team member and finish up with suggestions for being a good leader.

Being a good team member starts in your mind and shows in your actions. It starts in your mind because it's important to have the right kind of attitude about the team members, the meeting and the planning process.

Look at these two people and tell me who you think is going to be a good team member:

Homer is always complaining about everything! He complains about going to school and staying home. He complains about being too busy and about not having anything to do. Lately he's been complaining about his planning meeting. He says that meetings are boring, a waste of time and that he has better things to do. He says he doesn't really care about his future anyway.

Marge is not sure exactly what will happen at her planning meeting, but is sure that she wants to be there. She thinks that being involved in planning for her future is a very important thing and she has worked hard to make sure she was included on the team. She's not sure that she knows everything she needs, but she is willing to listen and learn and wants to participate in the meeting.

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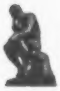
Which person do you think will make a good team member?

Pretty easy, right? I mean, Homer has a real attitude problem. I can't see him compromising and negotiating, can you?

Let's think about it. What does a person need to do to have the right kind of attitude to be a good team member?



What did you come up with? How about these three things:

1. A good team member is someone who has a positive attitude.

If you have a positive attitude, you can get a lot of things done! People who have a positive attitude about something are willing to work to make good things happen. They expect good things to happen. They trust their team members to do what is right and to do what they are supposed to do. If you think your planning meeting will be a waste of time..it probably will. If you think it will help you plan for the future you want..it probably will do that instead.

2. A good team member is someone who will follow through with what they say they will do.

This is about responsibility. If you want others to give you more control over your life and let you make more decisions, you have to show them that you can be responsible and do what you are supposed to do.

3. A good team member makes sure that they get the information they need to contribute.

The truth is, you can't always count on someone else to get you everything you need. You know....that stuff about the squeaky eel. You have to make sure that you get what you need to be a good team member. That might mean talking to other team members before the meeting. You just need to do whatever it takes.

Come into a meeting with that kind of attitude and you will be well on your way to being a good team member.

But your attitude is only the first part. You have to show that you are a good team member.

How? Gosh, I'm glad you asked.

Here is a list of things that you can do to show that you are a good team member:

1. **Get to the meeting on time!**
2. **Dress neatly and appropriately.**
3. **Bring any information that has been sent to you.**
4. **Say hello to every team member.**
5. **Shake hands with everyone.**

6. **Sit through the whole meeting, don't leave early.**
7. **Listen to others without interrupting.**
8. **Talk only about the topic being discussed.**
9. **Follow through on your commitments.**

These are all things that are just good common sense, but you'd be surprised how many people don't pay attention to them. If you want to make sure that you are an important part of your planning process, then make sure you do these things. That will show that you are a good team member.

Now, what about leading the meeting? Why should you think about leading your meeting? Well, if you want to be successful and take greater control of your life, you are going to have to develop leadership skills. If you let everyone do everything for you, instead of being a leader and taking control of your own life...well, you will end up doing things other people want you to do for the rest of your life.

Good enough reason? I thought so. So, let's talk about leading your planning meeting.

People who lead meetings are called chairpersons or chair for short. You think you want to be the chair of your planning meeting? Well, first you need to make sure you want to take on all that work. Leading a meeting means you agree to do whatever it takes to make sure that meeting is a success!

If you are willing to do all the work that it takes to be a committee chair, you should follow these basic rules. If you don't want to do all the work or, for some reason, don't think you can do all the work, maybe you should think about being a co-chair ! In that case, you and someone else would share the responsibilities of being the chair.

What are some of the responsibilities of the chair? Well, for one thing the person who is chair of a meeting will want to make sure all the planning is done and the arrangements are made. Given that all of these things are in place, here are some things that the chairperson will do on the day of the meeting.

Call the meeting to order.

This means that it is the chairperson's responsibility to get the meeting started. If the chair doesn't eventually call the meeting to order, the team will probably spend the whole time talking about the volleyball game at the school the night before! It is the chair's responsibility to say something like "Let's start this meeting" or "I call this meeting to order" to let everyone know that it is time to get down to business.

This is where, if you have one of those hammer-looking things called a gavel, you get to whack it on the table!

But, before you get too excited, most decision-making meetings don't use a gavel. Sorry!

Introduce all team members.

It is the chair's responsibility to make sure that everyone who is at the meeting is introduced. If there are a lot of people who don't know each other, you might want to have everyone wear name tags. Even if everyone knows each other, you should introduce them and tell something about why they are on the team. If you really don't want to introduce everyone, or don't know everyone, have all the team members introduce themselves. Either way, try to compliment everyone and make them feel comfortable.

Make sure that everyone knows the purpose of the meeting and the expected outcome.

Remember this part? It's important to communicate the purpose of the meeting to all team members. Make sure that everyone knows why they are there and what they are supposed to get done. If you have written these down, read them to everyone. You can put them on the chalkboard or flip chart. Don't assume everyone remembered just because you sent them the purpose and expected outcome before!

Make sure that everyone knows the meeting agenda and has a schedule.

This will make your job easier in the long run. It will be easier to keep people focused on the purpose and the outcome if you have an agenda and you, as the leader, can steer people back on topic. We'll talk more about how to do this in the next session. Make sure that the agenda has a timeline on it and KEEP THE MEETING IN THE TIME INDICATED! This is important. If people show up for a one-hour meeting that goes six hours, they will never volunteer to do this again! Use the agenda to keep people on track and schedule another meeting to finish up if the meeting is running too long.

Keep the meeting focused on the topic.

We've said this before, but it doesn't hurt to say it again! It is the chair's job to keep people focused on the topic. Use the agenda. Remind members of the purpose of the meeting. Whatever it takes...keep them focused!

Move the meeting along.

Again, we've said this before but it is important to think about. It is the chair's job to make sure the meeting starts on time and ends on time. You need to make sure that the team doesn't spend too much time on one topic and make it such that there is no time for other topics.

We are going to finish up this session. In the next session we will finish talking about how to lead a meeting. We will talk about how to get people involved in a meeting and how to come to a decision.

If you want to lead your IEP/ITP meeting yourself, or if you want to be a co-chair, you should talk to the person who is responsible for chairing the meeting. Take a few minutes and find out this information and talk with that person if you want to do some things to help lead the meeting.

Okay. Let's look at what you've covered this session.

☑ You learned that being a good team member starts in your ____________ and shows in your actions.

☑ You learned _________ things to do to have the right kind of attitude to be a good team member, including having a positive attitutde, following through on what you say you will do, and making sure that you have all the information you need to make a contribution.

☑ You learned nine actions that show you are a ________ team member.

☑ You learned that people who lead meetings are called ______________ or just chair for short. If two people share this responsibility, they are called co-chairpersons.

☑ You learned some of the __________________ of the chairperson on the day of the meeting.

Before the next session, you should have:

- Thought about whether or not you want to chair your planning meeting.

- Talked to the person responsible for leading your meeting about chairing or co-chairing the meeting. Together you should decide what parts you will be responsible for and follow through by getting all the information you need.

Okay. So that's it for now.

Later.

Session 33

WHOSE FUTURE GOAL 23: You will learn what it takes to be a good team member.

☑ You learned that being a good team member starts in your mind and shows in your actions.

☑ You learned three things to do to have the right kind of attitude to be a good team member, including having a positive attitude, following through on what you say you will do, and making sure that you have all the information you need to make a contribution.

☑ You learned nine actions that show you are a good team member.

☑ You learned that people who lead meetings are called chairpersons or just chair for short. If two people share this responsibility, they are called co-chairpersons.

☑ You learned some of the responsibilities of the chairperson on the day of the meeting.

THE PROGRAM
Session 34

Thank you, Honorable Chairperson

WHOSE FUTURE GOAL 24: You will learn what it takes to be a good team leader.

Hi! Welcome back. You're almost done with **THE PROGRAM**, you know! In fact, if you were a race horse you'd be thundering down the home stretch, in full stride with some little guy on top of you hitting you with a whip.

Aren't you glad you're not a horse?

Sorry. I got a little off track there. Get it? Track? Race Track? Never mind.

So, do you remember what we were talking about the last session?

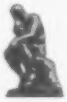
Oh, come on...you know! All right...I'll give you a clue.

(How to be a leader.)

Right! How to be a good leader. I knew you'd remember!

You remember, of course, that we talked about being a good team member first and then had some ideas about how to be a good leader. Today we will finish up this stuff about being a leader and then.....well, let's finish this before we talk about what is next!

What is the leader of a committee meeting called?



You got it! The leader of a committee meeting is called a chairperson or chair for short. Now, let's review the responsibilities of the chairperson.

- Call the meeting to order.
- Introduce all team members.
- Make sure that everyone knows the purpose of the meeting and the expected outcome.

- Make sure that everyone knows the meeting agenda and has a schedule.
- Keep the meeting focused on the topic.
- Move the meeting along.

That's quite a lot of responsibility already! But there are two more things that the chairperson is responsible for doing:

- Get team members to participate and stay involved.
- Assist the team in coming to a decision.

These two might be the hardest but most important things a leader has to do. Here are some things that can help you, as a leader, get people involved and help the team reach a decision.

- Get team members to participate and stay involved.

Almost every team has a coach. One of the things a coach does is to make sure that everyone is contributing to the best of their ability. This is also one of the more important responsibilities of the committee chairperson. First, you want everyone participating and, secondly, you want them participating fairly!

There are different ways that the chair might have to get team members to participate in the meeting. The following suggestions give you some tips for "managing the meeting."

Management Tips for Team Leaders
or
"WHAT DO I DO IF......."

So, you are going to be a team leader! Congratulations! You are taking a big step toward being in control of decisions that affect your life. However, when you go to your planning meeting, you might find that there are some things that will happen that will make you want to leave the meeting, run down the hall and ask someone "what do I do if...." Here are some of those things, why they might happen and what to do about them:

"WHAT DO I DO IF......." one of the team members won't participate?

It is the leader's job to make sure everyone is participating. But, what do you do if someone is just sitting there quietly? There are different reasons they might be acting that way. That person might be very, very nervous. In that case, it's your job to make that person feel more comfortable. Get the person involved in the conversation by asking him questions about things he feels comfortable answering. Don't ask questions that can be answered by just saying yes or no. When he does participate, make sure that you recognize him and praise that contribution.

Another reason someone might not participate is that she feels like nothing she says will make any difference. You've got to convince this person that what she has to say is important and will make a difference. Use questions to get the person to say something and then make sure that what they say is written down or included in the decision-making procedure.

A third reason people might sit there like a bump on a log is that they really don't care about the meeting. This is kind of like the person who doesn't believe that what she says will make any difference. You have to convince the person that what he or she says is important and will make a difference in his or her life.

"WHAT DO I DO IF......." one team member cuts up all the time, and keeps disrupting the meeting?

You know someone who is a class clown, right? Always cutting up, joking, teasing and generally having a good time. That's usually funny and you probably don't really mind when that person interrupts your teacher. But, what do you do if there is one team member on the planning committee that does that and keeps interrupting the meeting all the time? There are two reasons people might be doing that. One is that they are real nervous and joking is a way they can get rid of some of their nervousness. The other is that the person is just a clown, likes the attention and doesn't know when to keep quiet!

Either way, you have to let the person know when it is all right to joke and when it is not. Sometimes a joke is a good way to make everyone feel more relaxed. You can let the person know you appreciate her humor and you can laugh at her jokes before and after the meeting. However, when it is time to get to work, you should ignore her jokes or comments and ask questions that give her another way to participate, get attention or get rid of her nervousness.

"WHAT DO I DO IF......." one team member does all the talking and keeps interrupting everyone else?

Your job as a leader is to involve everyone in the discussion. Sometimes you have to work hard to get someone involved who is too quiet. Other times you have to work hard to keep one person from doing all the talking! That person may be talking just to impress everyone else or because he has a lot to say and is too eager to participate.

Either way, you need to politely interrupt that person and ask other team members to contribute something. Everyone has to take a breath when he or she is talking and you should wait until the person pauses, then say something like "you make a good point, so and so, what do you think..." and direct the conversation to someone else. You can also give the person an extra job to do, like taking notes, that will make them feel more important or will let them contribute without talking.

"WHAT DO I DO IF......."
one of the team members argues all the time?

Some people argue all the time to impress the team or because they want to be the leader. It is important to keep your temper and help the rest of the team remain calm. If you argue back with these people, they are getting all the attention they want! Like the person who clowns around too much, you can ignore some of the person's arguments and direct the conversation toward other team members.

Another reason the person might argue all the time is that he believes that he is right! In this case, you should listen carefully to the person's argument, find areas to agree with and make sure the person knows that his or her point of view is heard. You might have to explain to the person that what he said was heard, but that it is important to hear from other people and their viewpoints as well.

"WHAT DO I DO IF......."
the whole team seems tense and quiet?

As a leader you have to deal with group problems as well as people problems! Sometimes the whole group seems quiet or tense. This probably means that each member is nervous or that they are afraid something negative will happen. In this case you need to get everyone talking and calmed down. Start the meeting with a joke to loosen things up. Show that you are excited and want to hear everyone's opinion. If you can loosen things up some, people will usually calm down and get involved.

"WHAT DO I DO IF......."
the group won't stay on the topic and seems confused?

If the group seems confused and is wandering, you need to change your leadership style. That might mean coming up with a different agenda or way of working. You need to talk with members to find out how they want to work. Involve them in the decision-making process about how to run the meeting.

Do you get the idea that being a group leader is hard work? Still want to do it? Don't give up...the only way you learn is to jump in and try your hand at it. But, don't be afraid to ask for help. It might be a good idea to link up with someone as a co-chairperson if you've never lead a meeting before. That way you can share responsibilities and learn from that person.

The last responsibility we will talk about is how to get the team to come to a decision.

Assist the team in coming to a decision.

In the end, all decision-making meetings need to come to some decision, even if it is a decision to disagree! But it is sometimes hard for teams to reach a decision because everyone wants something else!

Your job is to assist the team in coming to a decision. Here are some ways that you can help the team do this:

1. Teach the team about decision-making. Many people don't know how to make decisions and you have to teach them! Use the **DO IT!** procedure and show them how to come to a decision.
2. Encourage team members to negotiate. It is the leader's job to help people negotiate. Get people to talk about what they would be willing to vote for and keep people talking and negotiating.
3. Suggest compromises. When there are several different ideas out there, come up with some way to compromise. Come up with ideas that get everyone at least part of what they want.
4. Summarize the discussion. When it comes time to reach a decision, you should review what has been said during the meeting so that everyone has all the ideas and viewpoints in front of them.
5. Provide specific choices for decisions. Use your authority as leader to select decisions that seem to have the most support and offer team members the chance to choose between them.

There is no guarantee that these will always get someone to the point of making decisions, but if you, as a leader, follow these rules you will have more success!

You need to remember that nobody becomes a great leader overnight! It takes years and years of practice. The ideas we've talked about are hard to put into action. But if you don't begin to learn a little about leadership and take a little more leadership role, you will never be able to take more control in your life. You will find that these things make more sense when you are actually trying to be a leader and can go back and look at them.

For the final two sessions, we are going to go back and look at all the things we've talked about in **THE PROGRAM**.

Okay. Let's look at what you've covered this session.

☑ You reviewed the responsibilities of the ________________ from the last session.

☑ You learned the two hardest, but most important, responsibilities of a leader is to get all the team members ____________ and assist the team in reaching a decision.

☑ You learned six tips for ______________ the meeting.

☑ You learned five ways to help the team come to a _____________.

Before the next session, you should have:

- ✎ Learned a couple of good jokes to use during your meeting to help the members relax if they are tense.
- ✎ Talked to the person responsible for your meeting about your part in taking more control.
- ✎ Reviewed the "what to do if..." tips and how to help the team come to a decision.

Okay. So that's it for now.

Later.

Session 34

WHOSE FUTURE GOAL 24: You will learn what it takes to be a good team leader.

☑ You reviewed the responsibilities of the chairperson from the last session.

☑ You learned the two hardest, but most important, responsibilities of a leader is to get all the team members involved and assist the team in reaching a decision.

☑ You learned six tips for managing the meeting.

☑ You learned five ways to help the team come to a decision.

THE PROGRAM
Session 35

Thank you, Honorable Chairperson

WHOSE FUTURE GOAL 25: You will review Sessions 1 to 18.

It's time to get ready. The big moment is almost here. This is kind of like when you are standing at the edge of the high diving board looking down into the water. You've worked up all your courage to climb up and walk out to the edge. You have practiced and practiced on the low dive and you know how to do the triple-flip dive with your eyes closed. Now, before you dive, you close your eyes and see yourself doing the dive...one flip, two flips, three flips....perfect entry...

A 10!

Oops. Got carried away again, didn't I? Well, getting back to the diving board, right before you jump, after all your preparation, you go back and think about it one more time...visualize it in your mind.

That's what you are going to do for the last two sessions. Visualize your planning meeting.

You know what else? It's time for you to take over. I've been here all along, talking and talking and talking. It's time for you to become your own leader. You've got two sessions to get everything ready for your meeting. You can take more time, if you want...it's up to you.

After all, whose future is it anyway?

Here are some questions that might help you review the first 18 sessions. Look at them. If you can answer them, fill in the blanks. If you don't know the answer, go back and figure it out. I've listed the page numbers where you can find the information you need. Use your time however you think is best. Work with your teacher or anyone else you want to work with.

Visualize! (not to be confused with super-size!)

Sessions 1 - 6: **Whose Future Is It Anyway?**

What is your planning meeting called?
(Hint: see Session 1, page 7)

____

____

____

____

What is an IEP?
(Hint: Session 1, page 8)

What is an ITP?
(Hint: Session 1, page 8)

What does your transition planning form look like? **(Hint: Session 1, page 9)**

Why have IEP meetings?
(Hint: Session 1, page 9)

Who is required to be at your meeting?
(Hint: Session 1, pages 11 & 12)

Who else do you want at your meeting?
(Hint: Session 2, page 20)

What must your transition goals be based on?
(Hint: Session 3, page 24)

What are your unique abilities?
(Hint: Session 3, page 29)

What are your unique interests?
(Hint: Session 3, page 29)

What are MULES?
(Hint: Session 4, page 34)

Why are stereotypes about people unfair?
(Hint: Session 4, page 37)

What are adult outcomes?
(Hint: Session 5, page 47)

What are the four adult outcomes important for transition planning?
(Hint: Session 5, page 47 & 48)

What are limitations?
(Hint: Session 6, page 58)

What supports can you use to overcome some of your limitations?
(Hint: Session 6, page 61)

Sessions 7 - 12: **MAKING DECISIONS**

What is a decision?
(Hint: Session 7, page 64)

What is the first step ("D") to making a decision?
(Hint: Session 7, page 67)

What is the second step ("O") to making a decision?
(Hint: Session 7, page 67)

What is the third step ("I") to making a decision?
(Hint: Session 7, page 67)

What is the fourth step ("T") to making a decision?
(Hint: Session 7, page 67)

What is the last step ("!") to making a decision?
(Hint:Session 7, page 67)

What are your living options after graduation?
(Hint: Session 8, page 76)

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What are some outcomes of your living options?
(Hint: Session 9, page 86)

What is informed consent?
(Hint: Session 12, page 103)

Sessions 13 - 18: HOW TO GET WHAT YOU NEED, SEC. 101

What are community resources?
(Hint: Session 13, page 112)

What community resources could you use to assist you with your work choices?
(Hint: Session 14, page 123)

What community resources could you use to assist you with your education and training choices?
(Hint: Session 15, page 134)

What community resources could you use to assist you with your living choices?
(Hint: Session 16, page 145)

What community resources could you use to assist you with your recreational choices?
(Hint: Session 17, page 152)

What other community resources could you use to assist you with areas like medical, transportation, and other adult responsibilities?
(Hint: Session 18, page 157)

All right. That's enough review for the first three sections. The next, and last, session will let you review the other three sections.

Okay. So that's it for now.

Later.

THE PROGRAM
Session 36

Thank you, Honorable Chairperson

WHOSE FUTURE GOAL 26: You will review Sessions 19 to 34.

One more time! This is it. The last session of **THE PROGRAM**. Congratulations! Well done!

Well, almost well done. I mean, you still need to review the last three sections. I know, I know...reviewing is boring.

But, think of it this way......you've got a meeting coming up that could decide the rest of your life. You can either skip this review stuff and take the chance that you will remember everything you need to know to take more control of that meeting, or you can review it one more time just to be sure.

That's what I thought. Better safe than sorry, eh?

I mean, really...whose future is it anyway?

Here are some questions that will help you review sessions 19 to 34. Look at them. If you can answer them, fill in the blanks. If you don't know the answer, go back and figure it out. I've listed the page numbers where you can find the information you need. Use your time however you think is best. Work with your teacher or anyone else you want to work with.

Sessions 19 to 24: **GOALS, OBJECTIVES AND THE FUTURE**

What is a goal?
(Hint: Session 19, page 161)

What are objectives?
(Hint: Session 19, page 161)

Why have goals and objectives?
(Hint: Session 19, page 162)

What makes a well written goal?
(Hint: Session 19, page 171)

What is the vocational outcome you want to reach?
(Hint: Session 20, page 174)

What is the goal to reach that outcome?
(Hint: Session 20, page 175)

What is the education outcome you want to reach?
(Hint: Session 21, page 181)

What is the goal to reach that outcome?
(Hint: Session 21, page 180)

What is the living goal you want to reach?
(Hint: Session 22, page 186)

What is the goal to reach that outcome?
(Hint: Session 22, page 6)

What is the recreation outcome you want to reach?
(Hint: Session 23, page 192)

What is the goal to reach that outcome?
(Hint: Session 23, page 192)

What are three ways to track goals?
(Hint: Session 24, page 201)

Sessions 25 to 30: **COMMUNICATIN'** (Or: I thought you said she said he said).

What is communication?
(Hint: Session 25, page 206)

What are five ways of communicating?
(Hint: Session 25, page 208 & 209)

What is a mixed message?
(Hint: Session 25, page 209)

What is meant by being assertive?
(Hint: Session 26, page 217)

What is meant by being aggressive?
(Hint: Session 26, page 217)

Which type of behavior (assertive or aggressive) best helps you get what you want?
(Hint: Session 26, page 220)

How can you find out what your rights are?
(Hint: Session 27, page 226)

What is the other part of rights?
(Hint: Session 27, page 226)

What does being a good salesperson have to do with communicating at your planning meeting?
(Hint: Session 28, page 230)

What are three things that are important for you to learn to "sell" what you want at your meeting?
(Hint: Session 28, page 237)

What does negotiate mean?
(Hint: Session 29, page 242)

What is a compromise?
(Hint: Session 29, page 242)

What is a team?
(Hint: Session 30, page 249)

What is your team's goal for the meeting?
(Hint: Session 30, page 249)

What are four rules for active listening?
(Hint: Session 30, page 251)

Sessions 31 to 34: Thank you,
Honorable
Chairperson

Why bother having meetings?
(Hint: Session 31, page 256)

What are five kinds of meetings?
(Hint: Session 31, page 259)

What kind of meeting is your transition planning meeting?
(Hint: Session 31, page 260)

Who is in charge of planning for your planning meeting?
(Hint: Session 32, page 263)

What are the four steps to planning for a successful meeting?
(Hint: Session 32, page 263)

What are seven important things to keep in mind when you are making arrangements for your meeting?
(Hint: Session 32, page 265)

What are four things a person needs to do to have the right kind of attitude to be a good team member?
(Hint: Session 33, page 271)

What are some ways you can show that you are a good team member?
(Hint: Session 34, page 271)

What is someone who leads a meeting called?
(Hint: Session 34, page 272)

What are the responsibilities of the committee chair?
(Hint: Session 34, page 273)

Who is responsible for leading your planning meeting?
(Hint: Session 33, page 274)

What are the two most difficult things a chairperson has to do?
(Hint: Session 34, page 278)

What are some good ways to get team members to participate in the meeting?
(Hint: Session 34, page 287)

How can a leader assist a team to make a decision?
(Hint: Session 34, page 281)

Okay. So that's it for now.

Later.

Oh yeah. I forgot. There isn't a later. This is it. The end. Finished. Done. Kaput. No more. **THE PROGRAM** is over!

Well, in that case....

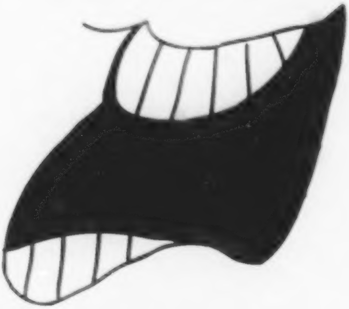
Good Luck!

Now, go to that meeting and knock 'em dead with all you know about taking control of your life!

Whose Future Is It *Anyway?*

A STUDENT-DIRECTED TRANSITION PLANNING PROCESS

COACH'S GUIDE



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WHOSE FUTURE IS IT *ANYWAY?*

A STUDENT-DIRECTED TRANSITION PLANNING PROCESS

COACH'S GUIDE

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WHOSE FUTURE IS IT *ANYWAY?*
A STUDENT-DIRECTED TRANSITION PLANNING PROCESS

COACH'S GUIDE

Introduction and Overview

Whose Future is it Anyway? is a student-directed transition planning process designed and field-tested for use by adolescents with mild cognitive and developmental disabilities. The *Whose Future is it Anyway?* process provides opportunities for students to explore issues of self-awareness and acquire skills in problem-solving, decision-making, goal setting, and small-group communication. The outcome of this process is that students learn the skills they need to play a meaningful role in their transition planning process. In the next few pages, you will examine what "student-directed" means, what your role is in this process and how these materials can enable students to become more self-determined, increase their participation in the educational and transition planning process, and improve educational outcomes for youth with disabilities. *Whose Future is it Anyway?* represents a different breed of educational and curricular materials because the instructional materials are written for students, not teachers, as end users. The role of the teacher in this process changes. However, students will not succeed in the program without the support of teachers. Although different, your role is no less critical, and perhaps more important, than in traditional teacher-directed materials.

In all probability it has been you, the student's teacher, transition specialist, or vocational counsellor who has identified *Whose Future is it Anyway?* as potentially beneficial for the student. If, like other educators working with adolescents with mild mental retardation, learning disabilities, or other developmental disabilities, you have become frustrated trying to motivate students to get involved in their educational program and convince them that transition skills are important for their future, then *Whose Future is it Anyway?* provides one means to reverse this trend and achieve your goal for students; a successful transition to adulthood.

The Individuals with Disabilities Education Act requires that transition services be based on student preferences, needs and interests. However, more than just a legal mandate, student involvement is good educational practice. *Whose Future is it Anyway?* is based on the conviction that: (1) students who become involved in planning for their future will be more likely to take ownership over and participate in educational activities resulting from that plan; and (2) students who believe that their voice will be heard and who have the requisite skills will be more likely to participate in the planning process.

What is Student-Directed?

Whose Future is it Anyway? is a *student-directed* planning process. The end users of the materials are adolescents with mild mental retardation, learning disabilities and other developmental disabilities who are involved in transition programs. It is important to understand, however, that what *student-directed* means will vary a great deal according to individual student strengths and weaknesses. The materials make every effort to ensure that the student retains control over the process while at the same time getting the support he or she needs to succeed. For example, by having the student deliver this guide to you, he or she retains control while soliciting the help. This is the heart of the term *student-directed*; not that students perform every aspect independently but that they believe they are in charge of their learning.

Although some students will be able to work through the materials with minimal support, the majority of students with cognitive and developmental disabilities lack the reading, writing or cognitive processing skills to work through the materials alone. By necessity, many of the concepts introduced in *Whose Future is it Anyway?* are complex. If left without support and accommodations, these students will probably not succeed. The level of support needed by students will vary a great deal. Some students with difficulty reading or writing may need almost one-on-one support to progress through the materials. To compensate for reading difficulties, the materials could be recorded on audiotape. Although designed for individual use, the materials can also be used in a group setting. In this circumstance a teacher can read the lesson orally, then provide individual support to students as they complete the activities.

The student's success depends heavily on your creativity and commitment. Your challenge is to provide the support students need to succeed while respecting and supporting students' beliefs that they are in control of the process.

What is the Teacher's Role?

You may wonder how your role differs from more traditional instructional activities. The teacher's role in *Whose Future is it Anyway?* combines a number of roles; facilitator, teacher and advocate. The growing use of person-centered planning procedures has emphasized the role of facilitator. A facilitator's responsibility is to do whatever it takes to enable the student to succeed. Although for the sake of simplicity the term coach is used throughout the process, there are important differences between traditional coaching roles and facilitation. These differences revolve around the authority vested in the coach. Technically, a person could facilitate a discussion or a process without having broad knowledge about the given topic. This is just the opposite for coaches, who are supposed to possess a great deal of knowledge about the topic. As a facilitator, you need to provide support without seeming to be the authoritarian figure who has all the answers. Students' self-understanding will only emerge in a non-judgemental atmosphere where their efforts are valued and supported.

The second role, the role of teacher, seems counterintuitive to that of facilitator. A teacher, by definition, is someone who has expertise in an area and whose job it is to use that expertise to change students. However, *Whose Future is it Anyway?* emphasizes to students that all people depend on others and that teachers are a valuable resource for information about education and the educational planning process. The student will need to tap into that expertise and information if he or she is to succeed. The key is that it is the student who requests or seeks out the information. In addition, *Whose Future is it Anyway?* is a learning tool. Just because you are not lecturing or using more traditional teaching models does not mean that you are not teaching the student.

The third role is one of advocacy. In this sense, it is not intended to mean advocacy on behalf of the student against any particular event or entity. Instead, your role is to communicate to the student that you believe she or he can succeed, that you will be there through the process and that you share a common goal; a successful transition. It may be that your role of advocate will lead you to push for system or structural changes in the educational planning process. However, the important aspect of this role is that you work collaboratively with students to achieve a shared goal.

How Are the Materials to be Used?

Ideally students should be able to pick up the *Whose Future is it Anyway?* student materials and begin to work through them individually. In reality, the time demands on teachers, the reading and writing abilities of students with cognitive and developmental disabilities and the structure of most classrooms make this difficult. Given these realities, the materials have been field-tested for group use as well as individual use. This implies that students work in groups to read through the lesson and get an understanding of the task or tasks at hand, not that the students respond in groups. There are some lessons where group responses may be possible, as long as all students are involved. In other lessons, the responses must be individually determined.

Since most planning meetings are held annually, the materials are written so that a student could begin to work on *Whose Future is it Anyway?* immediately after his or her planning meeting and, by devoting one or two hours per week to the process, could complete all activities before the following year's planning meeting. It is best to schedule instruction so that students can quickly apply the skills they have acquired at the planning meeting. If the materials are used in a "unit" format where the student devotes more time to the process, this should occur just before the planning meeting.

One of the advocacy tasks that you must take on is to make sure that the process does not contribute to students' sense of helplessness. If students work through the materials, they must have the opportunity to meaningfully participate in their planning meeting. You may need to work with other team members, including administrators, diagnosticians, transition specialists, and so forth to make sure that they understand and support what the student is working to achieve.

Depending on how early instructional emphasis in transition begins, *Whose*

Future is it Anyway? could be used with students ages 14 through 21. It is likely that most students would benefit most from early and repeated use of the materials. This doesn't mean that students repeat the process each year. The materials could serve as a structure by which you involve students in educational planning each year. Students don't necessarily need to repeat all the activities, but could use the completed materials as an ongoing resource. It might not hurt, however, to repeat the process once if it is used with students younger than 18.

What Should You Expect as an Outcome?
Student outcomes will vary a great deal. Some students will complete the process and go on to take a very active role in their educational planning. Other students will participate in the process but may not "lead" their planning meeting. The intended outcome is that students increase their participation in the educational planning and decision-making process. This will vary individually by students. Field-testing indicated that, if nothing else, students who participate in the program have a better understanding of transition planning.

Tips for Ensuring Student Success.
The following section provides tips for instructional activities, including any preparatory activities that might be beneficial.

Getting to know YOU

INTRODUCTIN & SESSION 1:

Session 1 includes a general introduction to the curriculum; its purpose and plan. This session provides information about educational planning meetings for students, including details such as when and why meetings are held. Students are asked to identify the name of their meeting and who should be involved in that meeting. Because this session includes introductory material, it is the longest session and may take longer than one class period.

PREPARATION BY COACH:

You should read the introductory materials and session 1. Students will need copies of the transition planning or IEP form used by your school district, so locating those and making copies prior to instruction will save time during the class session. If there is no such form available, a composite ITP form has been included at the end of this session. It is preferable, however, to use the district's form since students will need to become familiar with this form in preparation for their planning meeting.

SESSION 2:

This session encourages students to determine who attended their last IEP or ITP meeting, identify people who should be at the meeting, including family members and others, and consider who students would like at their next planning meeting. Students complete an exercise

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that helps them identify people who are important in their day to day lives and to identify school and other support personnel who are either required to be in attendance or should be at the meeting.

PREPARATION BY COACH:

You should read session 2. Students are asked to find their most recent IEP or ITP. This can be accomplished several ways. Students could actually search their individual school records and either record the information they need or make a copy of the IEP/ITP. In this case you will need to arrange with the counsellor or other appropriate staff to ensure that records are available. Alternatively, you could make copies of each IEP/ITP and have them available to students. Since students will be frequently referring to their ITP/IEP throughout *Whose Future is it Anyway?*, it is probably best to get a copy of the IEP/ITP in either case.

Access to school records is a sensitive topic for a number of reasons. First, school districts may have reservations about allowing students to access the records. Secondly, since such forms frequently include information about student diagnosis, the information might be unsettling or upsetting to some students. For students who might become overly emotional or even aggressive if "confronted" with a document with a specific educational diagnosis (e.g., mental retardation, emotional disorder, learning disability, etc.), it is probably best to avoid this. In such circumstances, copies could have sensitive information deleted before being given to the student. The objective of the process is to help students come to a comfortable acceptance of themselves, disability and all. There should be no attempt to "force" students to "accept" their disability. You should use your best judgment to determine what is in the best interest of the student.

SESSION 3:

The third session enables students to identify individual abilities, preferences, and interests and to identify transition service needs based on these preferences and interests. This lesson also introduces the concept of transition services, a definition which will be repeated throughout the curriculum.

PREPARATION BY COACH:

You should read session 3 and make sure that students have completed activities from the previous session. This session includes an exercise where students need to see a clock if they don't have a watch. If you don't have a clock in the classroom, you will need to locate one and move it to a location where students can see it from their seats. Many students with disabilities find it difficult to talk about their abilities. You might want to spend some time thinking about each student and identifying one or two abilities and interests of which you are aware.

SESSION 4:

This session introduces an acronym (MULES = My Unique Learning and Educational Supports) that will be used to discuss student learning needs and supports. The activities focuses on types of disabilities, stereotypes associated with disability and unique learning needs and supports resulting from these disabilities.

PREPARATION BY COACH:

You should read session 4 and think about how to approach the topic of disability with individual students. Once again, the approach will need to be sensitive to students' needs and their readiness to discuss the topic. There should be no attempt to force students to confront their disabling condition. However, this session may be a catalyst for discussing students concerns about "labels" and personal feelings about and advantages and disadvantages of receiving special education services. Such a discussion should be confidential and private.

SESSION 5:

This session begins by introducing a list of famous people who all have a disability. The session continues the discussion about disability and learning supports. Students examine things about themselves that can and cannot be changed and look at outcomes in four areas of the transition planning process.

PREPARATION BY COACH:

The cautions expressed above about forcing disability awareness pertain to this session as well. You should first read Session 5. Students will need copies of their IEP/ITP to look at the label used to describe their disability, adult outcomes selected at their last IEP/ITP meeting, and what services are indicated on the plan. If students are not comfortable with confronting their label, focus only on the last two items. You might want to give some thought to things about people that can and cannot be changed, particularly in the age of genetic engineering and technology advances Student looks at outcomes using ITP planning sheets (p 3); teacher will need to decide whether to follow suggestion to invite counsellor

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or other staff to attend this session or schedule staff as a follow-up session to answer student questions.

SESSION 6:

This lesson emphasizes the needs of all people for some type of support. Students complete a worksheet that identifies items that are "all right alone" but "better with" something else to emphasize this point. The lesson then focuses on ways that students can do better in school by having them identify limitations they have in learning and possible supports to address the learning need.

PREPARATION BY COACH:

You should read session 6. As you read through it, think about each student and write down two or three limitations that impact learning and possible supports to overcome those limitations.

MAKING DECISIONS

SESSION 7:

This session is the first of the lessons designed to teach students a simple decision-making process and to apply that process to making decisions about transition. Session 7 looks at who made the decisions on students' current IEP/ITP and encourages students to become more responsible for decision-making. The session introduces a simple decision-making process called DO IT!.

PREPARATION BY COACH:

Begin by reading session 7. You should think about decisions students might make that need some support and decisions that students could make without support. You should also become familiar with the DO IT! process since this will be repeated across several lessons. You may be asked to identify the kinds of supports students may need to make decisions, so it is prudent to think through potential supports before the session.

SESSION 8:

This session begins with a review of the DO IT! process and establishes the link between decision-making and the transition planning process. As an example of the use of DO IT!, students apply steps one and two of the DO IT! process to the decision-making process associated with finding an apartment. The lesson includes profiles of two students and challenges participants to think about the unique needs, interests, and options for these two students.

PREPARATION BY COACH:

You should read session 8 and think about options your students have and people they could talk to about these options. You may be asked for input to identify potential living arrangements and to identify family members who can provide support in making decisions about where students live.

SESSION 9:

During this session, students apply steps three and four of the DO IT! process to the identification of an apartment. They complete the exercise this session and begin making decisions about their transition plans in the next session.

PREPARATION BY COACH:

You should read session 9. Students may need to review the DO IT! process and the outcomes from applying steps one and two of the process to the apartment locating exercise.

SESSION 10:

This session provides a review of the four major transition areas introduced earlier and enables students to apply the DO IT! process to make a decision about what they need to learn to live where they want when they graduate. The intent of this and subsequent exercises is not to reach final decisions about student outcomes, but to provide an opportunity to apply skills like decision-making to meaningful activities. You should emphasize, particularly to younger students, that the decisions are not final or absolute, but that they should learn how to make decisions so that when it comes time to do so for real, they will be prepared.

PREPARATION BY COACH:

You should read session 10 and think of some skills that you use to live independently. Also, think of skills that build on other skills or skills that are needed as prerequisites to learn other skills so that you can assist students in prioritizing what they need to learn.

SESSION 11:

Session 11 provides continued practice using the DO IT! process by examining stories of three people with disabilities who are faced with decisions in their lives. Students are asked to apply the DO IT! process to make decisions about each situation and then are provided information about the actual decisions the person in the example made.

PREPARATION BY COACH:

You should read session 11 and review the DO IT! process. Students are asked to talk to an adult about decisions they have made that were important in his or her life, and it would be useful if you could identify a decision that you made that you could share with students.

SESSION 12:

This session focuses on the topic of informed consent, and works with students to apply the DO IT! process in a situation where they are asked to consent to an educational program. This is applied specifically to the importance of providing informed consent when it comes time to sign the ITP/IEP form and being prepared with alternatives in situations where students don't want to provide consent.

PREPARATION BY COACH:

You should read session 12 and review students' ITP/IEP forms to determine the signature statement and to identify who signed the form. You may need to revise the example scenario to fit your local circumstances.

HOW TO GET WHAT YOU NEED, SEC. 101

SESSION 13:

This session provides an overview of community resources, including generic resources used by most citizens and specific resources available to meet disability-related needs.

PREPARATION BY COACH:

You should read Session 13 and then examine students' ITPs and IEPs to identify agencies or individuals identified as support services. The intent of this and subsequent lessons is to enable students to take greater control over finding the resources they will need to succeed as young adults. However, you should be alert to the fact that some such services don't want to deal with students! In these cases you may need to serve as an intermediary between the student and the resource. This lesson also introduces a number of acronyms that are common in disability services. You should scan this list and identify additional acronyms that are unique to your city or state.

SESSION 14:

Session 14 focuses on community resources that will assist students with choices and decisions related to where they work after graduation. Students refer to their current IEP/ITP to identify employment outcomes that were identified. The session concludes with students obtaining information about one of the resources they have identified related to employment outcomes.

PREPARATION BY COACH:

You should first read session 14. Compare the ITP/IEP form that your district uses with the types of employment outcomes discussed in the lesson and be prepared to explain any that differ significantly. You will need to have students ITP/IEP forms available for them once more and should assist students in finding where the community resources are listed. If they are not, help students to come to this conclusion and assist them to identify a potential resource that they could learn more about. The bulk of the session should involve students getting information about the resource. Ideally this would involve a telephone conversation but in circumstances where this is not an option you should make sure that information is available in some form. Some states have books and handouts that describe various service agencies and students could use this as an alternative to making a phone call. The vocational counselor may be a good resource for this type of information. If students do make phone calls, you will probably need to assist them in finding phone numbers and locating the right person to speak with.

SESSION 15:

This session focuses on identifying community resources related to post-secondary education and training. Students use their current IEP/ITP to identify post-secondary education and training outcomes from the form and then obtain information about one such resource.

PREPARATION BY COACH:

As with the previous session, read the lesson and identify post-secondary outcomes and potential resources from students' ITP/IEP forms. You should be prepared to explain additional outcomes and to identify resources that are local. Work with students as before to gather information about the specific community resources.

SESSION 16:

This session repeats the previous procedures but focuses on community resources to assist with residential and living arrangements.

PREPARATION BY COACH:

You should read session 16 and proceed in the same manner as sessions 14 and 15.

SESSION 17:

This session repeats the previous procedures but focuses on community resources to assist with recreation and leisure outcomes.

PREPARATION BY COACH:

You should read session 17 and proceed in the same manner as sessions 14, 15 and 16.

SESSION 18:

This session concludes the focus on community resources, emphasizing areas of adult outcomes that did not fall into the four areas discussed previously. Students reference their IEP/ITP form to identify other outcomes checked and think about the types of community resources they might need.

PREPARATION BY COACH:

You should read through session 18 and repeat the activities conducted in sessions 14 - 17.

GOALS, OBJECTIVES AND THE FUTURE

SESSION 19:
Session 19 is the first in the section that enables students to work more effectively from a goal-oriented perspective. This session defines goals and discusses long and short-term goals. Students are introduced to the concept of objectives and review the purpose of annual planning meetings as well as the DO IT! process. Students look at goals and objectives on their IEP/ITP and conclude the session by learning a process (WIGOUT) and a set of rules for writing goals.

PREPARATION BY COACH:

You should read session 19 and check students' IEP/ITP forms for sample goals and objectives. In addition, there is an exercise in which students work briefly with a map and you should bring in as many road maps as students.

SESSION 20:

This session reviews the definition of goals and the rules for writing good goals. Students identify vocational and employment goals listed on their IEP/ITP and use a checklist to evaluate at least one goal. They then use an activity sheet to write a new goal related to employment.

PREPARATION BY COACH:

After you read Session 20, review students' vocational or employment goals and objectives to make sure that they exist and to assist students to identify them. You may want to think of possible vocational or employment goals and objectives for each student and identify the skills they will need to achieve outcomes based on these goals.

SESSION 21:

Session 21 is identical to the previous session except that students identify and evaluate post-secondary education goals and objectives and develop a new goal related to that outcome.

PREPARATION BY COACH :

You should read Session 21 and proceed in the same manner as during Session 20.

SESSION 22:

Session 22 is identical to the previous two sessions except that students identify and evaluate living goals and objectives and develop a new goal related to that outcome.

PREPARATION BY COACH :

You should read Session 22 and proceed in the same manner as during Sessions 20 and 21.

SESSION 23:

Session 23 is identical to the previous three sessions except that students identify and evaluate recreation and leisure goals and objectives and develop a new goal related to that outcome.

PREPARATION BY COACH :

You should read Session 23 and proceed in the same manner as during Sessions 20, 21 and 22.

SESSION 24:

This session focuses attention on methods to measure and keep track of progress on goals and objectives. Activities stress the importance of knowing how close one is to meeting specific goals and objectives and introduces three methods for tracking goals and objectives.

PREPARATION BY COACH:

You should read session 24 and think about how students might track goals they are currently working on or goals they wrote during the last few exercises. This would be a good opportunity to turn over control to students by having them begin tracking progress on current goals or objectives.

COMMUNICATIN' (Or: I thought you said she said he said?)

SESSION 25:

This is the first session in the section that introduces communication skills, particularly within small group settings like an educational planning meeting. The session begins with a review of some of the skills students have acquired to that point. Students then work through an overview of the steps used in communicating, look at different ways to communicate

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and explore how miscommunications occur.

PREPARATION BY COACH:

After you read session 25, you should think about potential student responses to the communication scenes provided and be prepared to discuss your responses.

SESSION 26:

This session focuses on body language and assists students to recognize this form of communication in others and themselves, particularly during IEP/ITP meetings. The lesson also defines assertive and aggressive actions and provides examples of the two. Students are then introduced to rules for being assertive, but not aggressive.

PREPARATION BY COACH:

You should read this session and think about examples based on previous planning meetings that could provide a concrete example for students. You may want to incorporate opportunities for students to practice "reading" body language and using positive body language.

SESSION 27:

This session continues the topic of assertive verses aggressive actions and talks about what it means to be an advocate and advocate for yourself. Students are encouraged to set priorities for what is important to them and balancing that with what is important to others. The session discusses students' rights and the responsibility that accompanies such rights.

PREPARATION BY COACH:

You should read Session 27 and run through the assertiveness quiz yourself. You will need copies of your school district's rights booklet or information sheet to distribute to all students.

SESSION 28:

This session provides an ongoing example of how to communicate effectively and get what you want. Students learn to be a good "salesperson" and apply rules drawn from the example to "sell" their interests to other team members. Students are introduced to the concepts of persuasion, negotiation and compromise and learn to apply these to the transition planning process.

PREPARATION BY COACH:

You should read Session 28 and become familiar with the basic concepts introduced in the session.

SESSION 29:

This session continues the illustration of the car salesperson introduced in the last lesson to identify the skills of talking too much verses too little and the importance of keeping one's ideas in front of everyone. The lesson provides some commonsense rules to decide when to say something and when to remain quiet. Students identify four things they would like to talk about at their planning meeting and put that into a format that can be carried in and distributed to team members. The session concludes with illustrations of negotiation and compromise.

PREPARATION BY COACH:

After you read Session 29 you should consider ways to help students prepare the four things list and enable them to distribute this to other team members.

SESSION 30:

The final session in this section focuses on listening and being a good team member. Students learn what it takes to be a team member, why teams are useful, and traits of teams. Students are introduced to a set of rules that would assist them to be good team members.

PREPARATION BY COACH:

You should read Session 30 and become familiar with the basic concepts introduced.

Thank you, Honorable Chairperson

SESSION 31:

The final lessons discuss the importance of meetings and teach students how to become effective leaders. This session discusses four reasons for having a meeting and presents five kinds of meetings. Students identify which kind of meeting their planning meeting would fall under.

PREPARATION BY COACH:

You should read Session 30 and become familiar with the basic concepts introduced.

SESSION 32:

This session directs students to find out who plans their IEP/ITP meeting and introduces four steps to planning a successful meeting. The session materials then introduce the roles of a team leader.

PREPARATION BY COACH:

After you read this session, you should identify who is responsible for planning IEP/ ITP meetings, if it is someone other than yourself. You should consider ways in which to involve the student in this planning and meet with the person in charge of planning to talk with them about the *Whose Future is it Anyway?* process. Use the checklist in the session to work with students to identify who will be responsible for each item in the planning process.

SESSION 33:

This session reviews the decision-making purpose of meetings and stresses the importance of good team members and an effective leader for success. Students learn three things that make a good team member and nine items that they could do to show they are a good team member. This session introduces and discusses the term chairperson and gives responsibilities with this role.

PREPARATION BY COACH:

You should first read Session 33. If you are not responsible for planning the meeting, you should serve as a liaison between the student and the person who is responsible and could arrange a meeting between these parties.

SESSION 34:

This session reviews the responsibilities of the chairperson and introduces two additional responsibilities. Students then review six tips for dealing with situations that might arise in a meeting. Finally, students learn ways to help the team reach a decision.

PREPARATION BY COACH:

You should first read Session 34. Then, you should facilitate communication between the student and team leader so students can take an active leadership role in their meeting if they so desire. Educate the team leader about the importance of acknowledging and reinforcing students expectations fostered through the curriculum.

SESSION 35:

This session involves a review of lessons 1 - 18.

PREPARATION BY COACH:

After you read the session, you can serve as an additional resource for students as they answer the questions.

SESSION 36:

This session involves a review of lessons 19 - 34.

PREPARATION BY COACH:

After you read the session, you can serve as an additional resource for students as they answer the questions.